

The goal for social studies students is develop a deep, conceptual understanding of the content, as demonstrated through writing and speaking about the content. Strong social studies instruction is built around these priorities.

Content: Students build an understanding of social studies content.

- They examine authentic sources to build knowledge of social studies content.
- They explore meaningful questions about sources and content to build understanding.

Claims: Students develop and express claims that demonstrate their understanding of content.

- They make connections among ideas, people, and events across time and place.
- They express understanding of content using evidence from authentic sources and outside knowledge.

Title: **Mini-Qs in Geography, American History Volume 2, Civics, Economics, and World History Volumes 2 and 3, Document Based Questions in World History, and Document Based Questions in American History**

Publisher: **The DBQ Company dba The DBQ Project** Copyright: **2016** Grade/Course: **9-12**

Curriculum Type: **Supplemental**

Overall Rating: **Tier I, Exemplifies quality**

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
1. Scope and Quality of Content (Non-Negotiable)	
2. Range and Volume of Sources (Non-Negotiable)	
3. Questions and Tasks (Non-Negotiable)	
4. Response to Sources	
5. Scaffolding and Support	

Each set of submitted materials was evaluated for alignment with the [standards](#), beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.

Tier 1 ratings received a “Yes” for all Criteria 1 – 5.

Tier 2 ratings received a “Yes” for all non-negotiable criteria, but at least one “No” for the remaining criteria.

Tier 3 ratings received a “No” for at least one of the non-negotiable criteria.

Click below for complete grade-level reviews:

[World Geography \(Tier 1\)](#)

[Civics \(Tier 1\)](#)

[U. S. History \(Tier 1\)](#)

[World History \(Tier 1\)](#)

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Title: Mini-Qs in Geography, American History Volume 2, and Document Based Questions in World History

Grade/Course: World Geography

Publisher: The DBQ Company dba The DBQ Project

Copyright: 2016

Curriculum Type: Supplemental

Overall Rating: Tier I, Exemplifies quality

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
1. Scope and Quality of Content (Non-Negotiable)	
2. Range and Volume of Sources (Non-Negotiable)	
3. Questions and Tasks (Non-Negotiable)	
4. Response to Sources	
5. Scaffolding and Support	

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 5 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 5.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria.

Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Content			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. SCOPE AND QUALITY OF CONTENT:</p> <p>Materials adequately address the Louisiana’s Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED (FULL CURRICULUM ONLY)</p> <p>1a) Materials address the content of 90% of the GLEs.</p>	<p>N/A</p>	
<p>1b) Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p>Yes</p>	<p>The Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the Social Studies content as indicated by the World Geography GLE's. One example is found in the Mini-Q, "China One-Child Policy, Was It A Good Idea?" In this mini-Q, the Documents provided allows students to understand and assess GLE WG.5.2 Use population pyramids, geographic data and maps to analyze the current impact of population growth and to predict future population trends. During the simulation, students look at population charts and other primary sources to determine what the impact of the "one-child policy" has been on China and make a determination on whether it should continue. Another example of how the materials explore key questions and build knowledge in World Geography is the Mini-Q, "How Wealthy is Brazil?". This particular simulation assess GLE WG.5.4 Determine the factors that contribute to a country’s standard of living and WG.5.5 Explain how changes in technology have contributed to the spread of ideas and information throughout the world. During this activity,</p>	

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			<p>students use GDP Graphs and maps depicting their wealth in natural resources to determine the extent of Brazil's Economic Wealth. Additionally, in a Mini-Q in World Geography, Globalizaiton at the Border, students are to find evidence based on a multitude of documents to justify their position of the essential question, Has NAFTA kept its promise? In this lesson, among others, a hook exercise gives students an opportunity to draw interest, build critical thinking skills, and recognize the relevance of the lesson to history This hook helps students to learn more about globalization and study examples of globalizaiton in action. A background essay precedes the documents and gives the students a sense of where they are headed to get an idea of how to answer the essential question. A few essay questions directly follow the background essay to check for student comprehension. Engaged in a pre-bucketing activity through gross analysis and close analysis, students are given a visual framework for their analysis and their final paper. Students then read each document using close reading strategies and answer the document related questios that follow for each document, form their thesis and create their essay based on the documents. For this particiular lesson, the documents are</p>

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			constructed in many forms such as a map of Employment in Mquiladoras by Border City in 2014, photograph of employees working the production line at factories, two newspaper articles, and a primary source excerpt.
<p>Tier 1 and 2 Non-Negotiable</p> <p>2. RANGE AND VOLUME OF SOURCES:</p> <p>Materials include varied types of primary and secondary sources that support students' understanding of social studies content.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>2a) The main focus of the materials is on primary and secondary sources¹ to develop content knowledge and express claims; materials may also include text to support students in using the sources.</p>	<p>Yes</p>	<p>The main focus of the material is on primary and secondary sources to develop content knowledge and express claims. For example, What Drove the Sugar Trade from Document Based Questions in World History has a background essay that provides students with historical context and 17 primary and secondary source documents. These documents include maps, climate information from Encyclopedia Britannica, paintings, excerpts from secondary sources, and a letter to parliament. Additionally, in the Is Chocolate Good for Cote d'Ivoire? Unit from Mini-Qs in Geography, students read a background essay to gain context and then engage with the primary and secondary source documents. These documents include a bar graph, GDP information, pie chart, info graphics, an excerpt from Scientific</p>

¹ Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format. (http://www.yale.edu/collections_collaborative/primarysources/primarysources.html) For additional definitions and examples, see also: <http://www.princeton.edu/~refdesk/primary2.html> and <http://www.archives.gov/education/research/history-in-the-raw.html>.

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			<p>American, a photograph, and articles. Another example can be found in the Mini-Q, "Globalization at the Border: Has NAFTA Kept Its Promises to Mexican Workers?" Students use the textual and graphic evidence provided by the publisher to determine whether or not Mexican Workers have found what they sought when migrating from Rural Mexico to factory towns. At the end of the document analysis stage, students then will write a multi-paragraph essay that will have them take a side on this issue. Furthermore, in the World History DBQ, the lesson What Were the Underlying Cause of World War I is one example how numerous materials are available to support students understanding of the social studies content. Students are expected to analyze the following documents and use them to justify their claim. The following documents are: a political pamphlet published in Germany in 1887, an excerpt from a novel, a quote from a French citizen in 1912, a quote from a British philosopher and a speech excerpt from Kaiser Wilhelm II, a map of the European alliances in 1914, an excerpt from the Franco-Russian Military Convention of 1893, a political cartoon from the Chicago Daily Tribune, the Russian National anthem, excerpt from a speech given by the German</p>

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	<p>REQUIRED 2b) Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.</p>	<p>Yes</p>	<p>Secretary of State for Foreign Affairs in 1899, a political cartoon from the Reynold's Newspaper in 1913, a German propaganda cartoon, a map of Colonial possessions in spring of 1914, a excerpt from the book, The Age of Nationalism and Reform.</p> <p>Materials include primary and secondary sources of different types and varied in length. For example, The Aztecs: What Should History Say? Unit from Document Based Questions in World History includes many different primary and secondary sources that are also varied in length. These sources include excerpts from secondary sources, an illustration of an Aztec Calendar Stone, map, excerpts from primary source books, the Codex Mendoza, photographs, and drawings. Also, in Famine in Ethiopia: How Did the Government Make it Worse? Unit from Mini-Qs in Geography, students examine varied primary and secondary sources. These sources include maps, an excerpt of a group interview, an excerpt of a speech, an excerpt of an interview, and an excerpt from a CIA report. Another example would be the Mini-Q titled " The Great Migration." In this lesson, the publisher uses excerpts from books, maps and journals of African American workers migrating to other areas of the country to find work. Additionally, an example that represents the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing² and corroboration.³</p>	<p>Yes</p>	<p>use of different primary and secondary sources is the Mini-Q, "Is Chocolate Good for Côte d'Ivoire?" This activity uses charts, photographs and textual sources to look at the effects of the cocoa industry on Côte d'Ivoire.</p> <p>Materials focus on primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, sourcing, and corroboration. For example, in the Unit Gandhi, King and Mandela: What Made Non-Violence Work? found in Document Based Questions in World History, students examine various documents that focus on the non-violence movements led by Gandhi, Martin Luther King, Jr., and Nelson Mandela. Through these documents students compare and contrast the experience, tactics, and impact of each leader. Additionally, in the Unit North or South: Who Killed Reconstruction? from Mini-Qs in American History – Volume 2, students analyze primary and secondary source documents to determine who, North or South, was most responsible for the failure of Reconstruction. The Letter About Ku Klux Klan activities, political cartoon published in the Independent Monitor,</p>

² Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.

³ Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

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			<p>Abram Colby's testimony, and October 21, 1876 cartoon from Harper's Weekly support the argument that the South was responsible for Reconstruction's failure. The excerpt from The Americans, 1876 cartoon from Harper's Weekly, excerpt from The Death of Reconstruction: Race, Labor, and Politics in the Post-Civil War North, and March 14, 1874 cartoon cover of Harper's Weekly support the argument that the North was responsible for Reconstruction's failure. Another example is found in the Mini-Q, What Is Driving China's Water-Scarcity Crisis? Students are provided documents that allow them to determine different perspectives on why China's water supply is dwindling and its up to the student to use the evidence to determine the cause. Another example that allows students to use multiple sources to determine different perspectives is the Mini-Q activity, "Famine in Ethiopia: How Did the Government Make It Worse?" In this activity, students consider different arguments on who is to blame for the ongoing and increasing famine in Ethiopia. Also in the lesson, The Black Death, How Different Were Christian and Muslim Responses? a multitude of documents are available to justify for the students claim. Some of them are a map of the paths of the Black Death, a map of Areas of</p>

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			<p>Concentration, a statistics chart of the Dead, excerpts and quotes from primary documents and charts that determine the non- religious causes and preventions.</p>
	<p>2d) Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization.⁴</p>	<p>Yes</p>	<p>Materials focus on primary and secondary sources from different time periods to enable students to make connections within and across time periods. In the lesson, How Did Colonialism Affect Kenya, includes primary and secondary sources from different time periods, 1900-2002, in order to make connections across time periods. Some of these sources include a map of ethnic groups in Africa from 1900, a chart on religion in Kenya in 1962 and 2002, two views on the colonial economy from 1972 and 1986, and a chart displaying the average earnings in Kenya, 1946-1955. Also, the Unit Berlin, Korea, and Cuba: How Did the U.S. Contain Communism? from Mini-Qs in American History – Volume 2 includes primary and secondary sources from different time periods, 1947-1963, to make connections across time periods. In this Mini-Q, students use the provided documents to describe three ways the United States contained communism. Also, in the lesson from the Mini-Q in US</p>

⁴ Contextualization asks students to determine the time and place a document was created and examine how those factors influence the content.

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			<p>History: Berlin, Korea, and Cuba: How Did the US Contain Communism, the documents compare time periods from the end of the World War II in 1945 until 1991.</p> <p>In one of the first excerpts of an article written in 1947, "The Sources of Soviet Conduct," students are asked to determine when the document first telegraphed to American officials in Washington either before, during or after World War II.</p> <p>Evaluating a map, students are to compare what the Soviets did between June 27, 1948 and May 12, 1949. Another example how the publisher provides focus on primary and secondary sources that allow students to make connections across time periods can be found for the indicator in the Mini-Q entitled, "Is Gentrification Good for Vancouver's Downtown Eastside?" Students are asked to look at a map of Downtown Vancouver and analyze how the layout of the city has changed. Another example can be found for the indicator, is in the Mini-Q entitled, "What is the Most Important Consequence of Climate Change?". In Document E, Change in the length of Ragweed Pollen Season, 1995-2011. Students look and analyze the change of ragweed pollen season throughout a period of 11 years and determine if this could be an important consequence of climate change</p>

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			and why.
Section II. Claims			
<p>Tier 1 and 2 Non-Negotiable</p> <p>3. QUESTIONS AND TASKS: Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well students are able to understand social studies content.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>3a) Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).</p>	<p>Yes</p>	<p>Questions and tasks focus on engaging students with content in varied contexts. Each DBQ and Mini-Q provides students the opportunity to examine sources, complete tasks, and engage in speaking and listening activities. For example, the Mini-Qs in Geography Unit Globalization at the Border: Has NAFTA Kept Its Promises to Mexican Workers? has students engage with content in a variety of contexts. With a partner, students complete the Hook activity identifying where various items came from and discussing globalization. Students then read the Background Essay and answer's related questions. Next, students and teacher will complete the Understanding the Question and Pre-Bucketing activity. Students will then read and analyze Documents A-F, answer questions and related activities and discussion. Students will next complete bucketing activity, thesis development and road map. The final step before the essay is the Essay Outline Guide. For example, in the Mini-Q in Geography, in the lesson A Question of Scale: How wealthy is Brazil, students are asked in a hook exercise to measure a country's wealth. Students with a partner, put a plus</p>

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			<p>mark or minus mark next to those measures they think are good/poor indicators of national wealth. Student then share their choices with the class. Students are also to answer a set of critical thinking questions eliciting responses from a background essay. Then students answer the document analysis questions that follow each chart, graph, and excerpt from a document in preparation for the writing of the body paragraphs to successfully answer the essential question. Students are also given the choice to Thrash-out or debate once all evidence has been determined by the students to solidify understanding and increase student mastery of the content.</p>
	<p>REQUIRED 3b) Coherent sequences of source-dependent questions⁵ and tasks focus students on building, applying, and synthesizing knowledge and skills through various sources, classroom research, conversations, etc. to develop an understanding of social studies content.</p>	<p>Yes</p>	<p>Coherent sequences of source-dependent questions focus on building, applying, and synthesizing knowledge and skills through various sources to develop an understanding of social studies content. Each DBQ and Mini-Q follows a similar sequencing of tasks. Each begins with a hook activity to engage students with the task. There is a background knowledge essay accompanied by questions for students to answer or an activity for students to complete. To analyze documents, the Mini-Qs have document</p>

⁵ Source-dependent questions or tasks are those that require students to pull information from a given source(s) to answer the question. Students still pull from prior learning, but the evidentiary support required in the students' responses are dependent upon the source(s).

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			<p>specific questions attached to each document, while the DBQ's expect students to take their own notes on the documents. However, the teacher's guide does provide questions or topics to discuss. Additionally, pre-bucketing activities are included in the Mini-Qs and some DBQ's. Writing activities are also embedded into the DBQ's and Mini-Qs to aid students in developing their writing to suit the specific topic. An example can be found, in the Mini-Q titled "The Syrian Civil War: What Is Fueling the Violence?" In Document A, students are asked to analyze a graph and map in dealing with the Syrian Civil War, in the questioning sequence, they look at the amount of people killed and where do the casualties come from, to applying the knowledge acquired to answer the culminating overall question, that goes beyond what is on the page. Students would then take the information from the documents and initiate discussions on how to organize the information.</p>
	<p>REQUIRED 3c) Source-dependent written and oral tasks require students to make claims which demonstrate understanding of social studies content (e.g., make connections between ideas, people, and events; explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time</p>	<p>Yes</p>	<p>Throughout the DBQs and Mini-Qs found in this resource, students are required to make claims that demonstrate a thorough understanding of content. For example, the Unit, Gandhi, King and Mandela: What Made Non-Violence Work? from Document Based Questions in World History, students complete source-dependent written tasks to</p>

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	and place).		<p>make claims that make connections between ideas, people, and events, explain how society, the environment, the political, and economic landscape, and historical events influence perspectives, values, traditions, and ideas, evaluate the causes and consequences of events and developments, and recognize recurring themes across time and place. Another example that represents adherence to the indicator is "What Is the Most Important Consequence of Climate Change?" module. Here, students are required to look at the different documents provided and decide what has been the biggest consequence of climate change in the last 10-20 years. Students will support their reasoning with evidence from the documents, as well as, outside knowledge. Additionally, in the World Geography DBQ, the lesson, China, One Child Policy, students are to evaluate if it was a good policy. Students make their claim based on the following documents that cross over environment, political and economic landscapes and recognizes recurring themes across time and place. The following documents are the documents that the students are to base their claims: a chart of China's population in 2010, a chart of comparative fertility rates from 1979 and 2008, a couple excerpts from magazines and</p>

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			<p>articles, and television news reports comparing interviews from CNN and NPR.</p> <p>In addition to the written tasks, which serve as the culminating product of the units, there are also oral tasks (discussions, etc.) that are built into the units to support student understanding as they analyze the sources. Materials also provide options for conducting debates as the learning product in lieu of the essay when the question framing the unit is appropriate for a debate structure.</p>
	<p>FULL CURRICULUM ONLY 3d) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.</p>	<p>N/A</p>	
	<p>FULL CURRICULUM ONLY 3e) Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.</p>	<p>N/A</p>	
<p>4. RESPONSE TO SOURCES: Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing.</p>	<p>REQUIRED 4a) Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	<p>Yes</p>	<p>This resource regularly provides students with opportunities to write for a variety of purposes. Throughout each DBQ and Mini-Q, students are engaged in shorter writing activities with a larger, culminating writing assignment at the end of the Unit. For example, in the Scale and Brazil’s Wealth Mini-Q, students engage in variety of writing activities. After reading the Background Essay and answering the related questions, students will write summary of the Essay. In</p>

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<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>the Understand the Question and Pre-Bucketing activity, students are breaking down and rewriting the prompt. As students examine each document, they will answer related questions. Students will complete writing activity on chicken foot to plan thesis and main ideas of essay before completing the Essay Outline Guide. The final writing activity is the essay. For example, In the World Geography China’s Water Crisis Mini-Q, students are to determine what is driving China's water scarcity crisis. Students are engaged in numerous hook exercises that can allow for multiple chances for students to gain a clear understanding of the questions focus and documents purpose. Scaffolding questions are also available for each document to ensure student comprehension. Students are encouraged to skim through the documents to get a sense of what they are about, and read the documents slowly. Students are also engaged with the documents through the use of a Document Analysis Sheet long and short form to record the main idea of each document. Then based on those documents, write their formal essay answering the essential question.</p>
	REQUIRED (GRADES 3-12 ONLY) 4b) A vast majority of written and speaking tasks require students to present and develop claims with clear	Yes	A vast majority of written and speaking tasks require students to present and develop claims with clear explanations and well-

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	<p>explanations and well-chosen information from sources and outside knowledge.</p>		<p>chosen information from sources and outside knowledge. The DBQ project is designed so that each lesson title is the essential question. Students are then given multiple documents to develop their claim and determine evidence from the sources provided. Students are encouraged to use outside knowledge during the hook exercises at the beginning of the Pre-bucketing process. In the Mini-Q lessons, students are asked questions that pertain to the documents immediately after each primary or secondary source document provided to ensure student comprehension of the source. Students are also given the choice during the Thrash-out process to be involved in student debate once evidence has been compiled addressing the essential question. This can help students to increase comprehension of the content as well as offer differing viewpoints to be explored.</p>
	<p>REQUIRED 4c) Materials provide regular opportunities to develop students' skill in organizing and supporting their thinking in speaking and writing, including using evidence from sources and outside knowledge.</p>	<p>Yes</p>	<p>Materials provide regular opportunities to develop students' skill in organizing and supporting their thinking in speaking and writing, including using evidence from sources and outside knowledge. Throughout each lesson, students are provided with documents sheets, which allows students to analyze the given documents and to promote better understanding of the material. In addition, students are given</p>

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			<p>questions to answer during the pre-bucketing process to evaluate and teach any words and phrases that could be difficult. Students have an opportunity in each lesson to choose speaking tasks called Thrash-out to debate evidence compiled to address a student's claim of the essential question. For example, in the World Geography Mini-Q, Is Chocolate good for Cote D'Ivoire, students are to discuss questions with a partner and draw a chain of events showing possible global connections between Europe and West Africa .Materials build students' active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks. The DBQ Project offers activities to build listening skills as evidenced in the hook exercises of each lesson. This allows students to participate in class discussions and predict how the documents/evidence might allow for greater understanding to base a claim. Students also have an opportunity for whole class discussions to debate their claims based on their evaluation of the evidence through the Thrash-Out Debate process.</p> <p>Materials provide regular opportunities to develop students' skill in organizing and supporting their writing. For example, in</p>

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			<p>each lesson students are to complete an essay based on the given documents. Students write essays as a response to the essential question, analyze and evaluate graphs, charts, photos, article excerpts, magazine excerpts, political cartoons, and are given instructions as to how to create a well- constructed thesis and determine the important evidence through the bucketing process to increase student comprehension.</p>
	<p>FULL CURRICULUM ONLY 4d) Materials provide regular opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.</p>	<p>N/A</p>	
	<p>4e) Materials build students’ active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.</p>	<p>Yes</p>	<p>Materials build on students’ active listening skills through activities such as taking notes on main ideas, asking relevant questions, and elaborating on the remarks of others to develop a deeper understanding. Throughout the DBQs and Mini-Qs, students are regularly engaging in these activities. Hook activities often have students asking relevant questions and elaborating on the remarks of others through discussions prompted by the question asked. Additionally, in the DBQ’s, students are encouraged to take notes in the space provided on the main ideas on the main ideas of each document. Throughout the discussion of various sources, there are</p>

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	<p>4f) Materials provide models for writing and student exemplars to support writing development in social studies.</p>	<p>Yes</p>	<p>opportunities for debating and questioning.</p> <p>The materials provide exemplars of student writing to provide support for writing development. The following materials are included to provide models to support writing. The document analysis sheet long form 1. It provides room for recording detail and emphasizes the progression from fact to inference to main idea. Document analysis sheet long form II. This adds two analytical elements – evaluating the strength of the document and cross-referencing the content of the document with other documents in the Mini-Q. Another example is the document analysis sheet short form. This sheet is a shrunken version of Form I. It is especially useful when doing a DBQ in a short period of time where just a few analytical considerations are sufficient. Also the document analysis sheet: highly scaffolded writing form. This sheet guides students through the analytical process but features full sentence responses as students move from fact, to inference, to argument. The DBQ Project also offers a writing rubric for the DBQ Essay, as well as a preparation rubric (for work preceding the essay), an elements of a proficient essay rubric, a rubric to self-check or peer critique, a DBQ essay scoring guide (with point values), a</p>

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			DBQ essay and preparation scoring guide (with point values and without point values, and a holistic 1-4 rubric. Additionally, sample essays are provided for teachers to use on the Teacher tab. There is an example of a non-proficient, basic proficiency, and higher proficiency essay for each DBQ and Mini-Q. These can be used to guide teacher's in grading as well as a teaching tool to show students what is and is not acceptable.
Section III. Scaffolding and Support			
<p>5. SCAFFOLDING AND SUPPORT: Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 5a) Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.</p>	<p>Yes</p>	<p>Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content. In this lesson, among others, a hook exercise gives students an opportunity to draw interest, build critical thinking skills, and recognize the relevance of the lesson to history. A background essay precedes the documents and gives the students a sense of where they are headed to get an idea of how to answer the essential question. A few essay questions directly follow the background essay to check for student comprehension. Engaged in a pre-bucketing activity through gross analysis and close analysis, students are given a visual framework for their analysis and their final paper. Students then read each document using close reading strategies and answer the document related questions that follow</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			for each document, form their thesis and create their essay based on the documents. These documents are constructed in many forms such as a map, photograph, newspaper article, table, graph, and primary source excerpts.
	REQUIRED 5b) The materials are easy to use and well organized for students and teachers.	Yes	Materials are easy to use and well organized for student and teachers. DBQ's and Mini-Qs are easy to navigate and find resources for students and teachers. It is easy to navigate from Teacher resources and student resources. Rubrics, blackline masters, and a lesson plan are provided with each unit.
	5c) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).	Yes	Alternate teaching approaches are provided with scaffolding and suggestions that are found under the Teacher tab in each unit. Teachers can determine how to teach each "unit" based on their students as the materials provide different options to support different levels. (Mini-Qs come in 2 versions. The Enhanced Version (EV) is highly scaffolded. The Clean Version (CV) includes the same documents, but no support. DBQ units come in a Long Version (LV) and a Short Version (SV). The Short Version has 8-12 documents while the Long Version has 14-18.) In addition, they also include strategies and audio of the text.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	5d) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Yes	Due to the materials being a supplemental source, the content can be reasonably completed within a regular school year. It is designed to give extra instruction with each unit taught. It also allows for teachers to pick and choose whether to use the Mini-Q or not to supplement a specific topic.

FINAL EVALUATION

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 5.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria.

Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

Compile the results for Sections I-VII to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I: Content	1. Scope and Quality of Content (Non-Negotiable)	Yes	The Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the Social Studies content as indicated by the World Geography GLEs.
	2. Range and Volume of Sources (Non-Negotiable)	Yes	The main focus of the material is on primary and secondary sources to develop content knowledge and express claims.
II: Claims	3. Questions and Tasks (Non-Negotiable)	Yes	Questions and tasks focus on engaging students with content in varied contexts. Each DBQ and Mini-Q provides students the opportunity to examine sources, complete tasks, and engage in speaking and listening activities.
	4. Response to Sources	Yes	This resource regularly provides students with opportunities to write for a variety of purposes.
III: Scaffolding and Support	5. Scaffolding and Support	Yes	Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**

The goal for social studies students is develop a deep, conceptual understanding of the content, as demonstrated through writing and speaking about the content. Strong social studies instruction is built around these priorities.

Content: Students build an understanding of social studies content.

- They examine authentic sources to build knowledge of social studies content.
- They explore meaningful questions about sources and content to build understanding.

Claims: Students develop and express claims that demonstrate their understanding of content.

- They make connections among ideas, people, and events across time and place.
- They express understanding of content using evidence from authentic sources and outside knowledge.

Title: Mini-Qs in Civics, Economics, American History Volume 2, and Document Based Questions in American History

Grade/Course: Civics

Publisher: The DBQ Company dba The DBQ Project

Copyright: 2016

Curriculum Type: Supplemental

Overall Rating: Tier I, Exemplifies quality

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
1. Scope and Quality of Content (Non-Negotiable)	
2. Range and Volume of Sources (Non-Negotiable)	
3. Questions and Tasks (Non-Negotiable)	
4. Response to Sources	
5. Scaffolding and Support	

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 5 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 5.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria.

Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Content			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. SCOPE AND QUALITY OF CONTENT:</p> <p>Materials adequately address the Louisiana’s Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED (FULL CURRICULUM ONLY)</p> <p>1a) Materials address the content of 90% of the GLEs.</p> <p>1b) Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p>N/A</p> <p>Yes</p>	<p>The materials regularly provide opportunities for students to explore key questions and build knowledge and skills with social studies content indicated by the Civics GLEs. For example, DBQ’s and Mini-Qs have students exploring various topics including whether citizens should be required to vote, how the Constitution guards against tyranny, and how democratic Andrew Jackson was. These topics, and others, address content found in the Civics GLEs. An example for this indicator can be found in the Mini-Q titled: What Types of Citizen Does a Democracy Need? (C.5.2 Differentiate between civic duties and responsibilities, including various forms of civic participation) In the module, students are given documents to look at different types of civic participation that occur in the United States. Another example for this indicator is found in the module, "Search and Seizure: Did the Government Go Too Far?" (C.5.1 Distinguish between personal, political, and economic rights of citizenship.) In this DBQ, students are asked to look at a case and determine whether the defendants</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			4th Amendment rights were violated. Another example in the Civics Mini-Q, is a lesson about voting. Students are to find evidence based on a multitude of documents to justify their position of the essential question: Should Americans be required to vote?
<p>Tier 1 and 2 Non-Negotiable</p> <p>2. RANGE AND VOLUME OF SOURCES:</p> <p>Materials include varied types of primary and secondary sources that support students’ understanding of social studies content.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>2a) The main focus of the materials is on primary and secondary sources⁶ to develop content knowledge and express claims; materials may also include text to support students in using the sources.</p>	<p>Yes</p>	<p>The main focus of the materials is on primary and secondary sources to develop content knowledge and express claims. Materials also include text in the form of background essays at the beginning of each DBQ and Mini-Q to support students in using the sources. For example, a Unit, The Preamble and the Federal Budget: Are We Slicing the Pie Correctly? found in Mini-Qs in Civics has several documents for students to examine to develop content and express claims on the topic of the Mini-Q. Primary and secondary documents found in this Mini-Q include an excerpt from Allen Schick’s “The Federal Budget: Politics, Policy, Process,” a bar graph of the 2012 Federal Budget, charts on the big five, middle five, and little guys of the Federal Budget, and a political cartoon</p>

⁶ Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format. (http://www.yale.edu/collections_collaborative/primarysources/primarysources.html) For additional definitions and examples, see also: <http://www.princeton.edu/~refdesk/primary2.html> and <http://www.archives.gov/education/research/history-in-the-raw.html>.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>from the International Herald Tribune. Additionally, the Unit Why Was the Equal Rights Amendment Defeated? from Document Based Questions in American History includes several documents for students to utilize in order to develop content and express claims about why the Equal Rights Amendment was defeated. Primary and secondary source documents found in this DBQ include the proposed 27th Amendment to the Constitution, Article V of the Constitution, map of ERA Ratification by State: 1972-1982, a Newsweek, News and Observer, and Senior Scholastic photograph, political cartoons, and a letter from Phyllis Schlafly to Stop ERA supporters.</p> <p>Another example for this indicator can be found in the Mini-Q: The Ideals of the Declaration: Which Is Most Important? In this activity, students look at primary and secondary sources to determine why the ideas found in the Declaration of Independence play a part in society, in addition, which one is most relevant in today's society. Again an example that provides justification for this indicator is found in the Mini-Q: How Did the Constitution Guard Against Tyranny? Students look at multiple primary and secondary sources that has the students determine what safeguards the Framers of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the Constitution employed to stop groups from becoming too powerful.</p> <p>Also, In the Civics Mini-Q lesson: The Ideals of the Declaration: Which Is Most Important? Students are given support from the text in analyzing, questions to ensure clarification of the essential question, modeling, coaching and the creation of the final essay through the bucketing process. Students are also guided by long forms, short form, and highly scaffolded writing forms and scoring rubrics.</p> <p>The following documents are included to develop content knowledge and justify a claim in order to support student comprehension of the content: Primary source from the Declaration of Sentiments, Women’s Rights Convention, article from Steve Greenberg, VC Reporter, picture from the “Tiananmen Square Massacre 20 Years On,” and a photo from the blog of a succession activist who supports the Vermont secession movement.</p>
	<p>REQUIRED 2b) Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.</p>	<p>Yes</p>	<p>Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths. Lessons include a combination of primary and secondary sources of varied forms such as the lesson, Should Schools Be Allowed to Limit Students’ Online Speech?</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>This lesson includes multiple documents such as a chart of cyber bullying by gender, excerpt from a joint press release from the Association of Teachers and Lecturers and Teacher Support Network, excerpt from the court case K.K. v. Berkeley County Schools, an excerpt from J.S. v. Blue Mountain School District court case, a political cartoon from Jimmy Margulies, The Record, copy of "ACLU Statement Submitted to a Subcommittee Hearing on Cyber bullying," and letter to school administrators from a US Department of Education.</p> <p>Another example that is found for this indicator in the Mini-Q: The Preamble and the Federal Budget: Are We Slicing the Pie Correctly? The document collection consists of an opinion piece by Allen Schick on the critical role of the US budget, but how and why decisions have to be made. Other documents include several charts that deal with information like Federal Budget Overview, the categories/people that get money out of the budget, and a political cartoon. Additionally, The Mini-Qs in American History – Volume 2 Unit, Prohibition: Why Did America Change Its Mind? includes several primary and secondary sources that are varied in type and length for student use. This Mini-Q includes the following primary and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>secondary sources: a political cartoon by Winsor McCay, a chart compiled from the U.S. Census and FBI Uniform Crime Reports showing the Homicides per 100,000 population from 1900-1953, an excerpt from Frederic J. Haskin’s The American Government, Mabel Walker Willebrandt’s The Inside of Prohibition, and an excerpt from Leslie Gordon’s The New Crusade,. Also the Mini-Qs in Civics Unit, What Types of Citizen Does a Democracy Need? includes several primary and secondary sources that are varied in type and length for student use. This Mini-Q includes the following primary and secondary sources: “A Successful Food Drive at CVIS,” a biography of Sue Brady, image Cesar Chavez and Robert Kennedy from Time-Life, and an excerpt from a speech from Cesar Chavez.</p>
	<p>2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing⁷ and corroboration.⁸</p>	<p>Yes</p>	<p>Materials provided focus on both primary and secondary sources from different perspectives that allow opportunities for comparison and contrasting, sourcing and corroboration. An example for this indicator is found in the Mini-Q: Should Schools Be Allowed to Limit Students’ Online Speech? In this module, students are provided materials to look at the different perspectives to</p>

⁷ Sourcing asks students to consider a document’s author, occasion, and purpose to determine how those factors influence the content.

⁸ Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>create an argument on the topic provided. In Document D, students are to use the Statement from the ACLU and determine their stance on Bullying, comparing this to the last Document in the series, Statement from the Department of Education that identifies their position on cyber bullying. Another example for this indicator is found in the Mini-Q lesson: Should Americans Be Required to Vote? The purpose of this Mini-Q looks at why Americans do not vote, why it matters, and a possible solution for increasing voter turnout. Students look at multiple perspectives that allow students to explore countries that require voting in elections and what it does to participation levels.</p> <p>Also, the Mini-Qs in Civics Unit, Should the Electoral College Be Abolished? includes nine primary and secondary source documents from differing perspectives that students utilize to support and corroborate their claims. The following documents can be used to support the argument that the Electoral College should be abolished: a map of electoral votes by state, charts created showing the results of the 1980 and 1992 Presidential Elections, excerpt and chart from George C. Edwards' Why the Electoral College is Bad for America, an excerpt from Bradford Plumer's "The Indefensible</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Electoral College,” and a chart showing the results of the Presidential Elections of 1824, 1876, 1888, and 2000. The following documents can be used to support the argument that the Electoral College should be kept: a map of electoral votes by state, charts created showing the results of the 1980 and 1992 Presidential Elections, an excerpt from John Samples “In Defense of the Electoral College,” an excerpt from Mitch McConnell’s from the introduction to Securing Democracy: Why We Have an Electoral College, an excerpt from Arthur Schlesinger, Jr.’s “Electoral College Debate: Election 2000: It’s a Mess, But We’ve Been Through It Before,” and an excerpt from George Will’s “Cheers for the Electoral College.” Additionally, In the lesson from the Civics Mini-Q, The Preamble and the Federal Budget: students are to make a claim based on the primary and secondary sources as to whether or not the pie is being sliced correctly. In this lesson, pre- bucketing questions include writing a mission statement for your school with a partner, answering questions allowing for further clarification of the essential question, and completing background essay questions to clarify background content. The following are documents that students compare from this lesson to base and justify their claims: a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			chart of the federal budget overview, graph of various budget sources that define the federal budget expenditures, and a political cartoon from the International Herald Tribune.
	<p>2d) Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization.⁹</p>	Yes	<p>Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization. For example, the Mini-Qs in Civics Unit, Campaign Propaganda: Which Strategies Would You Use? has many primary and secondary sources from different time periods for student use in the Mini-Q. Primary and secondary sources in this Mini-Q include buttons supporting Walter Mondale and Geraldine Ferraro in the 1984 Presidential election, a 1984 advertisement for Ronald Reagan from The Living Room Candidate, 1952 television ads from The Living Room Candidate, Television ads from 1988 and 1992 from The Living Room Candidate, posters, buttons, bumper stickers and t-shirts from the Obama-Biden and Romney campaigns, and 1968 television ads from The Living Room Candidate. Sources from this Mini-Q span from 1968-2012 and allow</p>

⁹ Contextualization asks students to determine the time and place a document was created and examine how those factors influence the content.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>students to make connections and comparisons with campaign propaganda across time periods. Also, the Mini-Qs in Civics Unit, Is the American Jury System Still a Good Idea? students engage with primary and secondary sources from different time periods, ranging from 1872-2011, to express their claims. Primary and secondary sources in this Mini-Q include charts from 2010 Federal Court Cases, a 1982 letter to The Times, an excerpt from John Gastil and Phil Weiser’s “Jury Service as an Invitation to Citizenship: Assessing the Civic Value of Institutionalized Deliberation,” reactions to the 2011 Casey Anthony Verdict, political cartoons from 2003 and 1992, and an excerpt from Mark Twain’s Roughing It (1872). Additionally, each lesson is designed to encourage student engagement and elicit students to determine the time and place a document was created as well as how it poses as evidence to answer the essential question. For example, in the lesson from the Mini-Q in US History: Berlin, Korea, and Cuba: How Did the US Contain Communism, the documents compare time periods from the end of the World War II in 1945 until 1991. In one of the first excerpts of an article written in 1947, "The Sources of Soviet Conduct," students are asked to determine when the document first telegraphed to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>American officials in Washington either before, during or after World War II.</p> <p>Evaluating a map, students are to compare what the Soviets did between June 27, 1948 and May 12, 1949. Another example is the Martin Luther King and Malcolm X lesson. Students are to determine whose philosophy made the most sense for America in the 1960s? The following documents allow students to compare the two leaders and draw conclusions for their claim: two autobiographical excerpts compare the ways that both leaders view segregation, two excerpts from speeches compare viewpoints about how they differ in their thoughts about school and educational methods, two excerpts from speeches comparing their philosophies of black nationalism and nonviolence, two excerpts from speeches about differing ways to preserve peace and two more comparing differing viewpoints about the solving problems with violence.</p>
Section II. Claims			
<p>Tier 1 and 2 Non-Negotiable</p> <p>3. QUESTIONS AND TASKS:</p> <p>Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well</p>	<p>REQUIRED</p> <p>3a) Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).</p>	<p>Yes</p>	<p>Questions and tasks in the materials provided focuses on engaging students with the content by performing different tasks. Each Mini-Q has students examine multiple sources by asking them open-ended questions about the document and then further break down the documents in bucketing activities to write the essay.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>students are able to understand social studies content.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>The publisher could provide students with multiple-choice questions (to complete the activity) that allows students to assess how well they understood the documents prior to writing the essay. This would be helpful to most states, as this is a requirement in most state testing modules and other nationally based exams. An example for this indicator is found in the Mini-Q: Campaign Propaganda: Which Strategies Would You Use? In this DBQ, students look at different types of campaign propaganda that have influenced historical campaigns, throughout the last half of the 20th century. This module could help students gain a better understanding of the content knowledge presented in the document and engaging them in how election propaganda can influence a voters' perception on a candidate. Another example is in the Unit, Search and Seizure: Did the Government Go Too Far? from Mini-Qs in Civics, students are engaged with content in varied contexts. The first activity of the Mini-Q is a Hook Exercise where students determine when search and seizure is ever justified. Next, students read Background Essay and complete related questions and activities. Before analyzing documents, students will complete Understanding the Question and Pre-Bucketing activities to ensure they understand the topic. Students</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>will then complete Documents A-F analysis. To prepare to write their essay, students will complete the bucketing activity, develop their thesis and complete their road map. The final pre-writing activity is the Essay Outline Guide. Finally, students complete their essay. Also in the Civics lesson, How Did the Constitution Guard Against Tyranny? students are asked to answer a set of critical thinking questions eliciting responses from the background essay. Document analysis questions follow each chart, graph, excerpt from a document, in preparation for the writing of the body paragraphs to successfully answer the essential question. Students are also given the choice to debate once all evidence has been determined by the students to solidify understanding and increase student mastery of the content.</p>
	<p>REQUIRED 3b) Coherent sequences of source-dependent questions¹⁰ and tasks focus students on building, applying, and synthesizing knowledge and skills through various sources, classroom research, conversations, etc. to develop an understanding of social studies content.</p>	<p>Yes</p>	<p>Coherent sequences of source-dependent questions focus on building, applying, and synthesizing knowledge and skills through various sources to develop an understanding of social studies content. Each DBQ and Mini-Q follows a similar sequencing of tasks. Each begins with a hook activity to engage students with the task. There is a background knowledge essay accompanied</p>

¹⁰ Source-dependent questions or tasks are those that require students to pull information from a given source(s) to answer the question. Students still pull from prior learning, but the evidentiary support required in the students' responses are dependent upon the source(s).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>by questions for students to answer or an activity for students to complete. To analyze documents, the Mini-Qs have document specific questions attached to each document, while the DBQ's expect students to take their own notes on the documents. However, the teacher's guide does provide questions or topics to discuss. Additionally, pre-bucketing activities are included in the Mini-Qs and some DBQ's. Writing activities are also embedded into the DBQ's and Mini-Qs to aid students in developing their writing to suit the specific topic.</p> <p>A source-dependent written and oral tasks that require students to make claims which demonstrate understanding of social studies content are found in this supplemental material. For example, in the US History DBQ, the lesson, Why Was the Equal Rights Amendment Defeated, students are to evaluate why the ERA Amendment never became part of the US Constitution. Students make their claim based on the following documents that cross over environment, political and economic landscapes and recognizes recurring themes across time and place. The following documents are the documents that the students are to base their claims: an excerpt from the 27th amendment, results of an ERA Gallup poll from 1975 to 1981, a map of the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>ERA ratification by State from 1972 to 1982, an excerpt from an article supporting the ERA amendment, a political cartoon from brochure opposing the ERA amendment, a chart from a book written by Jane Mansbridge showing the percent favoring the ERA in 1982, an excerpt from Phyllis Schlafly trying to stop the ERA movement, and photos of women campaigning for ERA. Another example is in the Mini-Q, Is the American Jury System Still a Good Idea? In Document A, students are asked questions that range from: What percentage of federal civil cases were tried before juries in 2010; to a more analytical question how can the student use this document to argue for preserving the jury system? The leveling of document based questions help students build upon the previous question to incorporate all parts of the document.</p>
	<p>REQUIRED 3c) Source-dependent written and oral tasks require students to make claims which demonstrate understanding of social studies content (e.g., make connections between ideas, people, and events; explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time and place).</p>	<p>Yes</p>	<p>Materials provided contain source-dependent written and oral tasks that demonstrate understanding of social studies content. Throughout each lesson, students are asked open-ended questions that require them to analyze the documents. Students look at how the political, economic and other historical events influence the perspectives of others. After discussing the documents, either in whole-class or small group settings, students then take these</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>claims and the evidence collected to complete the final product, the essay. For example, the Mini-Qs in American History – Volume 2 Unit, Politics or Principle: Why Did L.B.J. Sign the Civil Rights Act of 1964? requires students to make claims in a written task that make connections between ideas, people, and events, explains how society and the political landscape and historical events influenced perspectives, values, traditions, and ideas, and evaluate the causes and consequences of events and developments. Furthermore, in the US History DBQ, the lesson, Why Was the Equal Rights Amendment Defeated, students are to evaluate why the ERA Amendment never became part of the US Constitution. Students make their claim based on the following documents that cross over environment, political and economic landscapes and recognizes recurring themes across time and place. The following documents are the documents that the students are to base their claims: an excerpt from the 27th amendment, results of an ERA Gallup poll from 1975 to 1981, a map of the ERA ratification by State from 1972 to 1982, an excerpt from an article supporting the ERA amendment, a political cartoon from brochure opposing the ERA amendment, a chart from a book written by Jane</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Mansbridge showing the percent favoring the ERA in 1982, an excerpt from Phyllis Schlafly trying to stop the ERA movement, and photos of women campaigning for ERA.</p> <p>In addition to the written tasks, which serve as the culminating product of the units, there are also oral tasks (discussions, etc.) that are built into the units to support student understanding as they analyze the sources. Materials also provide options for conducting debates as the learning product in lieu of the essay when the question framing the unit is appropriate for a debate structure.</p>
	<p>FULL CURRICULUM ONLY 3d) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.</p>	N/A	
	<p>FULL CURRICULUM ONLY 3e) Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.</p>	N/A	
<p>4. RESPONSE TO SOURCES: Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing.</p>	<p>REQUIRED 4a) Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	Yes	<p>The materials provide regular opportunities for students to write and they are varied in length and time. Each Mini-Q provides up to 6-7 documents that requires students answer analysis questions or take detailed notes. These questions/notes vary in length and requirements with their answer. After the question/answer/notes period, students will then complete two pre-writing activities</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>that are designed to organize the final essay. The final step and activity, is when the student writes the final essay on the topic provided. For example, in the Unit, The Ideals of the Declaration: Which Is Most Important? from the Mini-Qs in Civics, students engage in variety of writing activities. The Mini-Qs Hook Exercise has students reading a scenario and In the Understand the Question and Pre-Bucketing activity, students are breaking down and rewriting the prompt. As students examine each document, they will answer related questions. Students will complete bucketing activity to organize documents and ideas. Students will complete writing activity on chicken foot to plan thesis and main ideas of essay before completing the Essay Outline Guide. The final writing activity is the essay. For example, in the Civics Mini-Q Search and Seizure: Did the Government Go Too Far, students are instructed to complete the hook exercise and share with their peers, read the background essay and complete the background essay questions and answer the questions clarifying the essential question, skim through the documents to get a sense of what they are about read the documents slowly. Then students are to take notes in the margin or on a Document Analysis Sheet record the main idea of each document and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			fill the scaffolding question sheet. Then based on those documents, write their formal essay answering the essential question.
	<p>REQUIRED (GRADES 3-12 ONLY) 4b) A vast majority of written and speaking tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge.</p>	Yes	<p>A vast majority of written and speaking tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge. The DBQ project is designed so that each lesson title is the essential question. Students are then given multiple documents to develop their claim and determine evidence from the sources provided. Students are encouraged to use outside knowledge during the hook exercises at the beginning of the Pre-bucketing process. In the Mini-Q lessons, students are asked questions that pertain to the documents immediately after each primary or secondary source document provided to ensure student comprehension of the source. Students are also given the choice during the Thrash-out process to be involved in student debate once evidence has been compiled addressing the essential question. This can help students to increase comprehension of the content as well as offer differing viewpoints to be explored. For example, if students were completing the Mini-Q: How Did the Constitution Guard Against Tyranny? Students would</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>REQUIRED 4c) Materials provide regular opportunities to develop students' skill in organizing and supporting their thinking in speaking and writing, including using evidence from sources and outside knowledge.</p>	<p>Yes</p>	<p>need to basic background information about the structure of the Constitution and the creation itself. This type of activity gives students the ability to extend their knowledge of the material and to assess their knowledge from previous units.</p> <p>Materials provide regular opportunities to develop students' skill in organizing and supporting their thinking in speaking and writing, including using evidence from sources and outside knowledge. Throughout each lesson, students are provided with documents sheets, which allows students to analyze the given documents and to promote better understanding of the material. In addition, students are given questions to answer during the pre-bucketing process to evaluate and teach any words and phrases that could be difficult. Also, students have an opportunity in each lesson to choose speaking tasks called Thrash-out to debate evidence compiled to address a student's claim of the essential question. For example, in the Civics Mini-Q, Is the American jury system still a good idea, students are given an opportunity to build speaking skills and thinking skills through the hook exercise and pre-bucketing process. For example, students must make a convincing argument for why a student jury would be</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the best way to decide her case, and come up with three reasons to justify her reasoning. Students then report their findings to the class. Students are also given the opportunity to debate their claims to the essential question using the documents in the lesson as a source.
	FULL CURRICULUM ONLY 4d) Materials provide regular opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.	N/A	
	4e) Materials build students' active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.	Yes	Materials build students' active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks. The DBQ Project offers activities to build listening skills as evidenced in the hook exercises of each lesson. This allows students to participate in class discussions and predict how the documents/evidence might allow for greater understanding to base a claim. Students also have an opportunity for whole class discussions to debate their claims based on their evaluation of the evidence through the Thrash-Out Debate process.
	4f) Materials provide models for writing and student exemplars to support writing development in social studies.	Yes	Models for writing and student exemplars are provided to support writing development in social studies. In addition to the embedded writing

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>activities, a DBQ Essay Outline Guide is available in the Teacher’s Toolkit to aid students in planning their essays. Additionally, sample essays are provided for teachers to use on the Teacher tab. There is an example of a non-proficient, basic proficiency, and higher proficiency essay for each DBQ and Mini-Q. These can be used to guide teacher’s in grading as well as a teaching tool to show students what is and is not acceptable Models for writing and student exemplars are provided to support writing development in social studies. In addition to the embedded writing activities, a DBQ Essay Outline Guide is available in the Teacher’s Toolkit to aid students in planning their essays. Additionally, sample essays are provided for teachers to use on the Teacher tab. There is an example of a non-proficient, basic proficiency, and higher proficiency essay for each DBQ and Mini-Q. These can be used to guide teacher’s in grading as well as a teaching tool to show students what is and is not acceptable.</p>
Section III. Scaffolding and Support			
<p>5. SCAFFOLDING AND SUPPORT: Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make</p>	<p>REQUIRED 5a) Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.</p>	<p>Yes</p>	<p>Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content. In this lesson, among others, a hook exercise gives students an opportunity to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>claims about social studies content.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>draw interest, build critical thinking skills, and recognize the relevance of the lesson to history. A background essay precedes the documents and gives the students a sense of where they are headed to get an idea of how to answer the essential question. A few essay questions directly follow the background essay to check for student comprehension. Engaged in a pre-bucketing activity through gross analysis and close analysis, students are given a visual framework for their analysis and their final paper. Students then read each document using close reading strategies and answer the document related questions that follow for each document, form their thesis and create their essay based on the documents. These documents are constructed in many forms such as a map, photograph, newspaper article, table, graph, and primary source excerpts. DBQ's also come in two versions, a Long Version (14-18 documents) and a Short Version (8-12 documents).</p>
	<p>REQUIRED 5b) The materials are easy to use and well organized for students and teachers.</p>	<p>Yes</p>	<p>Materials are easy to use and well organized for students and teachers. All materials are easy to use and to access. Teachers are given suggested procedures to follow when implementing the lessons. Each topic provides teachers with a lesson plan, blackline masters of analysis sheets, rubrics, and provides document excerpts for each</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>5c) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).</p>	<p>Yes</p>	<p>topic.</p> <p>Alternate teaching approaches are provided with scaffolding and suggestions that are found under the Teacher tab in each unit. Teachers can determine how to teach each “unit” based on their students as the materials provide different options to support different levels. (Mini-Qs come in 2 versions. The Enhanced Version (EV) is highly scaffolded. The Clean Version (CV) includes the same documents, but no support. DBQ units come in a Long Version (LV) and a Short Version (SV). The Short Version has 8-12 documents while the Long Version has 14-18.) In addition, they also include strategies and audio of the text.</p>
	<p>5d) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	<p>Yes</p>	<p>The content can be reasonably completed within a regular school year and the pacing of the content allows for maximum student understanding. Through the use of the suggested pacing, and the length of each document and assignment, the content should be completed within the course of a year. Additionally, this program offered by the DBQ project is broken up into distinct time periods that allows teachers to pick and choose certain activities that add to a student's understanding of the content.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION			
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 5.			
<i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria.			
<i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I: Content	1. Scope and Quality of Content (Non-Negotiable)	Yes	The materials regularly provide opportunities for students to explore key questions and build knowledge and skills with social studies content indicated by the Civics GLEs.
	2. Range and Volume of Sources (Non-Negotiable)	Yes	The main focus of the materials is on primary and secondary sources to develop content knowledge and express claims.
II: Claims	3. Questions and Tasks (Non-Negotiable)	Yes	Questions and tasks in the materials provided focuses on engaging students with the content by performing different tasks.
	4. Response to Sources	Yes	The materials provide regular opportunities for students to write and they are varied in length and time.
III: Scaffolding and Support	5. Scaffolding and Support	Yes	Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.
FINAL DECISION FOR THIS MATERIAL: Tier I, Exemplifies quality			

The goal for social studies students is develop a deep, conceptual understanding of the content, as demonstrated through writing and speaking about the content. Strong social studies instruction is built around these priorities.

Content: Students build an understanding of social studies content.

- They examine authentic sources to build knowledge of social studies content.
- They explore meaningful questions about sources and content to build understanding.

Claims: Students develop and express claims that demonstrate their understanding of content.

- They make connections among ideas, people, and events across time and place.
- They express understanding of content using evidence from authentic sources and outside knowledge.

Title: **Document Based Questions in American History, Mini-Qs in American History Volume 2, and Mini-Qs in World History, Volume 3**

Grade/Course: **U. S. History**

Publisher: **The DBQ Company dba The DBQ Project**

Copyright: **2016**

Curriculum Type: **Supplemental**

Overall Rating: **Tier I, Exemplifies quality**

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
1. Scope and Quality of Content (Non-Negotiable)	
2. Range and Volume of Sources (Non-Negotiable)	
3. Questions and Tasks (Non-Negotiable)	
4. Response to Sources	
5. Scaffolding and Support	

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 5 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 5.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria.

Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Content			
<p>Tier 1 and 2 Non-Negotiable 1. SCOPE AND QUALITY OF CONTENT: Materials adequately address the Louisiana’s Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED (FULL CURRICULUM ONLY) 1a) Materials address the content of 90% of the GLEs.</p> <p>1b) Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p>N/A</p> <p>Yes</p>	<p>Throughout the DBQ’s and Mini-Qs, students are regularly engaged with opportunities to explore key questions and content from US History GLEs. While Units 1-3 and 5 of the Document Based Questions in American History do not address the US History GLEs, the remaining Units, 4 and 6-10, do cover a wide variety of topics relevant to the GLEs. These DBQ’s cover topics spanning from the California Gold Rush (Unit 4) to the Great Depression (Unit 8) and Martin Luther King and Malcolm X (Unit 9). Units 2-12 of the Mini-Qs in American History Volume - 2 cover topics from the US History GLEs including topics such as the Long Drive (Unit 2), the Dust Bowl (Unit 7), and Cesar Chavez (Unit 11). US History GLEs are addressed only in three of the Units from the Mini-Qs in World History Volume - 3. These Units focus on the Underlying Cause of World War I (Unit 7) the Treaty of Versailles and World War II (Unit 8), and the Soviet Union (Unit 9). Furthermore, the materials provide regular opportunities for students to explore key questions and build knowledge and skills with the Social Studies content as indicated</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>by the GLEs.</p> <p>For example, in the Mini-Q, "What Caused the Dust Bowl", the publisher provides documents that satisfies the GLE US.4.4. (Examine the causes of the Great Depression and its effects on the American people, and evaluate how the Hoover administration responded to this crisis) The series produces a range of documents that identifies the causes and effect of the Dust Bowl on the Plains/West region. Another example that satisfies this indicator is the Mini-Q titled The Philanthropy of Andrew Carnegie: Did It Make Him a Hero? This Mini-Q satisfies the 2011 Academic Standard US.2.4. (Examine the effect of the government's laissez-faire policy, innovations in technology and transportation, and changes in business organization that led to the growth of an industrial economy) This Mini-Q looks at Andrew Carnegie and whether he is a robber baron or a philanthropist.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>Tier 1 and 2 Non-Negotiable</p> <p>2. RANGE AND VOLUME OF SOURCES:</p> <p>Materials include varied types of primary and secondary sources that support students' understanding of social studies content.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>2a) The main focus of the materials is on primary and secondary sources¹¹ to develop content knowledge and express claims; materials may also include text to support students in using the sources.</p>	<p>Yes</p>	<p>The driving force of the materials are primary and secondary sources that allow students develop content knowledge and assert claims related to the content. The beginning of each DBQ and Mini-Q also provides support text in the form of a short background essay that sets the historical context and provides students with the necessary background knowledge to utilize the sources to complete the DBQ or Mini-Q. The American History DBQ Units are filled primary and secondary sources for students to use to develop content and assert claims. For example, Unit 4, The California Gold Rush: A Personal Journal includes the following types of primary sources among its 26 documents: letters, maps, contracts, survey drawings, journal entries, and photographs. Was Andrew Carnegie a Hero?, Unit 7, has 16 documents for students to use. These include photographs, personal essays and publications, charts and graphs, maps, census statistics, and political cartoons. Among the 15 primary and secondary source documents found in Unit 10, Equal Rights Defeated include proposed</p>

¹¹ Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format.

(http://www.yale.edu/collections_collaborative/primarysources/primarysources.html) For additional definitions and examples, see also: <http://www.princeton.edu/~refdesk/primary2.html> and <http://www.archives.gov/education/research/history-in-the-raw.html>.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>legislation, Gallup polls, political cartoons, and magazine articles. Mini-Qs in American History – Volume 2, also provide students with primary and secondary sources related to US History GLEs that students are going to utilize to develop content and assert claims. Unit 2, The Long Drive, Will You Re-Up Next Year?, has 5 sources for students to use. These include a map, chart, narrative excerpt, photograph, and biography excerpt. Unit 6, Prohibition: Why Did American Change Its Mind? includes 5 documents. These include political cartoons, Census Bureau and FBI Crime Report Chart, and excerpts from books. Unit 9, Berlin, Korea, and Cuba: How Did the U.S. Contain Communism? contains 4 documents. These include a telegram and three different maps. Finally, Mini-Qs in World History – Volume 3 provide students with opportunities to engage with primary and secondary sources to develop content and assert claims. Unit 7, What Was the Underlying Cause of World War I? has 6 documents that include a map, political cartoons, graph, excerpt of speech, and a chart. One specific example in the American History Volume 2, is the lesson, What Caused the Dust Bowl. This is the essential question for students to answer based on the analysis of the pictures, text excerpt, a report by the Great Plains Drought</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Area Committee of 1936, and precipitation reports that is provided by the lesson. Also, in the Mini- Q World History Volume 3, the lesson, China's One-Child Policy; Was it a good idea, is the essential question for students to evaluate based on a bar graph, excerpts from primary documents, and a picture. Another example is the Document Based Questions in American History. This supplemental source allows for students to evaluate the essential question, What Caused the Great Depression, based on the analysis of 16 documents. These documents consist of a chart, graph, excerpts from primary documents, pictures, newspaper articles, an advertisement, an interview, a table, and a political cartoon.</p> <p>Additionally, in the Mini-Q, "Should the U.S. Annex the Philippines" students have to create an argument based on the documents and outside information about the topic.</p>
	<p>REQUIRED 2b) Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.</p>	<p>Yes</p>	<p>Primary and secondary sources include a variety of types and are also varied in lengths. Each DBQ and Mini-Q has a variety of sources for student use, including both print and non-print, art, maps, and charts. For example, Unit 8 from Document Based Questions in American History, What Caused the Great Depression has 16 documents, varying in type and length for student use in this DBQ. Among these are a graph of the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>United States Business Cycle, an excerpt of Calvin Coolidge’s last message to Congress, an article from the New York Times, statistics from the U.S. Census Bureau, excerpts from secondary source on the Depression, an interview with mill worker, an advertisement from Fortune magazine, and political cartoons on the Depression. Also, in the Mini-Qs in American History – Volume 2, Unit 10, Politics or Principle: Why did L.B.J. Sign the Civil Rights Act of 1964? provides students with several different types of documents to examine in this Mini-Q. These primary and secondary documents include an excerpt from a speech given by L.B.J. to Congress in 1965, a photograph, pie charts from Gallup Polls, excerpt from book on Johnson’s presidency, map depicting electoral vote of the election of 1960, and a political cartoon. Additionally, in the Mini-Qs in World History – Volume 3, Unit 8, How Did the Versailles Treaty Help Cause World War II?, students are again provided with a variety of primary and secondary source documents to utilize in this Mini-Q. These sources include a map on Germany’s land losses because of the Treaty of Versailles, an excerpt from Adolf Hitler’s Mein Kampf, excerpts from The Treaty of Versailles, political cartoon, chart on Reparations Established by Versailles Treaty with Later</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Revisions, excerpt from secondary source on Germany in World War I. Also, in the mini- Q Was Andrew Carnegie a Hero? A photo of the Carnegie house is included, a magazine article from an interview from Andrew Carnegie, a chart of the cost of making Carnegie steel, a chart of the overall steel production, a map of vertical integration, magazine editorial from the St. Louis Post-Dispatch, a political cartoon, a document from the US Bureau of the Census, a telegraph cable, and a magazine review about the 'Gospel of Wealth.'
	2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing ¹² and corroboration. ¹³	Yes	Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing and corroboration. The lesson, Martin Luther King and Malcolm X: Whose Philosophy Made the Most Sense for America in the 1960s, from the US History Document Based Questions, biographical information from both are found in the background section of the lesson, two autobiographical excerpts compare the ways that both leaders view segregation, two excerpts from speeches compare viewpoints about how they differ in their thoughts about school and educational

¹² Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.

¹³ Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>methods, two excerpts from speeches comparing their philosophies of black nationalism and nonviolence, two excerpts from speeches about differing ways to preserve peace and two more comparing differing viewpoints about the solving problems with violence. Another example is the Mini-Q in World History, The Reign of Terror: Was It Justified? Pre- bucketing questions include comparisons from the French Revolution to the American Revolution, a timeline of the Reign of Terror comparing leaders, and the change of government, and two maps that compare the threats that faced the French Revolutionaries in 1792 and 1793. Also, the Should the United States Have Annexed the Philippines? Unit from the Mini-Qs in American History – Volume 2 provides students with four documents representing the opposing views of imperialism for students to complete the Mini-Q. Two documents, the Platform of the Anti-Imperialism League and William Jennings Bryan speech, “Paralyzing Influence of Imperialism,” are against imperialism and the annexation of the Philippines. While, Albert J. Beveridge’s speech “The March of the Flag” and the excerpt of William McKinley’s speech support imperialism and the annexation of imperialism.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>2d) Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization.¹⁴</p>	<p>Yes</p>	<p>Sources from different time periods are included and allow students to make connections within and across time periods. For example, the What Made Cesar Chavez an Effective Leader? Unit from the Mini-Qs in American History – Volume 2 includes primary and secondary source documents from different time periods. These documents include two people’s oral history quoted in a book published in 2000, a photograph and an excerpt from a speech in 1968, and excerpts from magazines published in 1970. Also, The Soviet Union: What Should Textbooks Emphasize? Unit from the Mini-Qs in World History – Volume 3 provides students with primary and secondary sources created between 1950 and 2001. These sources include a 1950s Soviet poster, a political cartoon created in the 1960s, two Sports Illustrated covers from the 1970s, the 1979 Election Results for the Leader of the Communist Party, a 1980 chart on the Soviet Society and Economy by the Numbers, an excerpt from Roy Medvedev’s Moscow News published in 1988, the Summer Olympic Medal Count for every summer Olympics between 1952 and 1988, and an excerpt from Richard Pipes’</p>

¹⁴ Contextualization asks students to determine the time and place a document was created and examine how those factors influence the content.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Communism: A History, published in 2001. Additionally, the Mini-Q, Why did Japan Attack Pearl Harbor?, allows students to look at both Japan's and the U.S. perspective on the reasons the Japanese might have bombed Pearl Harbor. Additionally, in the lesson from the Mini-Q in US History: Berlin, Korea, and Cuba: How Did the US Contain Communism, the documents compare time periods from the end of the World War II in 1945 until 1991. In one of the first excerpts of an article written in 1947, "The Sources of Soviet Conduct," students are asked to determine when the document first telegraphed to American officials in Washington either before, during or after World War II. Evaluating a map, students are to compare what the Soviets did between June 27, 1948 and May 12, 1949. Another example. is the Mini-Q in World History Volume 3, The Soviet Union: What Should Textbooks Emphasize. In this lesson, students compare the through a chart the Soviet economy and the US economy in 1980, an article in 2001 comparing executions among Soviets during 1937 and 1938, and the Tsarists between 1825 and 1910, a 1960s election campaign political cartoon to the 1979 election results for the Leader of the Soviet Communist Party, drawing of military spending comparing the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			US and the Soviet Union in 1980, and a chart of the Summer Olympics Medal Count from 1952, 1956, 1960, 1964, 1968, 1972, 1976, and 1988.
Section II. Claims			
<p>Tier 1 and 2 Non-Negotiable</p> <p>3. QUESTIONS AND TASKS: Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well students are able to understand social studies content.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>3a) Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).</p>	<p>Yes</p>	<p>There are opportunities for students to engage with the materials in a variety of contexts. Documents can be examined several ways and there are varied activities to engage students. There are four different document analysis sheets provided for student use, a long form I, a long form II, short form, and a highly scaffolded writing form. In How Violent Was the Old West? Unit from Document Based Questions in American History, students can use document analysis sheets for the documents. Also, the Teacher tab provides teachers with specific questions for students to answer and topics for discussion. There is also a section for students to take their own notes about each of the documents. Additionally, the Why Did Japan Attack Pearl Harbor? Unit from the Mini-Qs in American History – Volume 2 includes many activities for students to engage with the content. These include a hook activity to create interest in the Mini-Q, questions for students to answer and terms to define after reading the Background Knowledge Essay, a pre-writing activity, with each document</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>questions for students to answer are provided, and an essay planning activity is provided. For example, in the US History Mini-Q, Prohibition: Why Did America Change its Mind, students are asked to answer a set of critical thinking questions eliciting responses from the background essay. Document analysis questions follow each chart, graph, excerpt from a document, in preparation for the writing of the body paragraphs to successfully answer the essential question. Students are also given the choice to Thrash-out or debate once all evidence has been determined by the students to solidify understanding and increase student mastery of the content.</p>
	<p>REQUIRED 3b) Coherent sequences of source-dependent questions¹⁵ and tasks focus students on building, applying, and synthesizing knowledge and skills through various sources, classroom research, conversations, etc. to develop an understanding of social studies content.</p>	<p>Yes</p>	<p>Throughout the DBQs and Mini-Qs, the sequencing of tasks and source-dependent questions is done in a manner that allows students to develop the necessary knowledge and skills to understand the social studies content. Each DBQ and Mini-Q follows a similar sequencing of tasks. Each begins with a hook activity to engage students with the task. There is a background knowledge essay accompanied by questions for students to answer. To analyze documents, the Mini-Qs have</p>

¹⁵ Source-dependent questions or tasks are those that require students to pull information from a given source(s) to answer the question. Students still pull from prior learning, but the evidentiary support required in the students' responses are dependent upon the source(s).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>document specific questions attached to each document, while the DBQ's expect students to take their own notes on the documents. However, the teacher's guide does provide questions or topics to discuss. Additionally, pre-bucketing activities are included in the Mini-Qs and some DBQ's. Finally, writing activities are also embedded into the DBQ's and Mini-Qs to aid students in developing their writing to suit the specific topic. For example in the Mini-Q, "Why did America Change it's Mind on Prohibition", students are asked a range of questions, from "right here" to more synthesizing questions. An example of this would be in Document B, it asks the students to determine the trend between murder and Prohibition in America.</p>
	<p>REQUIRED 3c) Source-dependent written and oral tasks require students to make claims which demonstrate understanding of social studies content (e.g., make connections between ideas, people, and events; explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time and place).</p>	<p>Yes</p>	<p>Through the DBQs and Mini-Qs found in this resource, students are required to make claims that demonstrate a thorough understanding of content.</p> <p>For example, in How Did the Versailles Treaty Help Cause World War II? Unit found in the Mini-Qs in World History – Volume 3, students use the provided documents to make connections between the Treaty of Versailles and World War II and how the Treaty of Versailles helped to shape the political and economic landscape in Germany that facilitated the rise of Adolf</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Hitler. Also, Martin Luther King and Malcolm X: Whose Philosophy Made the Most Sense for America in the 1960s? Unit found in Document Based Questions in American History, students use the provided documents to make connections between ideas, people and events. Documents from this unit also explain how society and historical events influence perspectives, values, and ideas. For example, in the Mini-Q, Cesar Chavez, it talks about how Chavez impacted the political landscape to provide better protection of Mexican American migrant workers. For example, in the US History DBQ, the lesson, Why Was the Equal Rights Amendment Defeated, students are to evaluate why the ERA Amendment never became part of the US Constitution. Students make their claim based on the following documents that cross over environment, political and economic landscapes and recognizes recurring themes across time and place. Additionally, in the US History DBQ, the lesson, Why Was the Equal Rights Amendment Defeated, students are to evaluate why the ERA Amendment never became part of the US Constitution. Students make their claim based on the following documents that cross over environment, political and economic landscapes and recognizes recurring themes</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>across time and place. The following documents are the documents that the students are to base their claims: an excerpt from the 27th amendment, results of an ERA Gallup poll from 1975 to 1981, a map of the ERA ratification by State from 1972 to 1982, an excerpt from an article supporting the ERA amendment, a political cartoon from brochure opposing the ERA amendment, a chart from a book written by Jane Mansbridge showing the percent favoring the ERA in 1982, an excerpt from Phyllis Schlafly trying to stop the ERA movement, and photos of women campaigning for ERA.</p> <p>In addition to the written tasks, which serve as the culminating product of the units, there are also oral tasks (discussions, etc.) that are built into the units to support student understanding as they analyze the sources. Materials also provide options for conducting debates as the learning product in lieu of the essay when the question framing the unit is appropriate for a debate structure.</p>
	<p>FULL CURRICULUM ONLY 3d) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.</p>	<p>N/A</p>	
	<p>FULL CURRICULUM ONLY 3e) Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for</p>	<p>N/A</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	interpreting student performance.		
<p>4. RESPONSE TO SOURCES: Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 4a) Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	<p>Yes</p>	<p>This resource regularly provides students with opportunities to write for a variety of purposes. Throughout each DBQ and Mini-Q, students are engaged in shorter writing activities with a larger, culminating writing assignment at the end of the Unit. The Unit, How Violent Was the Old West from the Document Based Questions in American History, students are to identify each source, determine its reliability, identify its main idea, and determine what side of the argument it belongs on. Next, students are to develop analytical categories and group documents into the categories. Finally, students will write an essay using the documents to support their thesis. Additionally, the Unit, Progressivism: Where Will You Put Your Million Dollars? from the Mini-Qs in American History – Volume 2 includes several writing tasks for students. The Unit begins with a hook activity where students explain the underlying problem in society and propose a solution to this and five other problems. Next, students complete a pre-bucketing activity. Students answer questions related to each of the documents. This is followed by the bucketing activity, road map, and essay outline guide. Finally, students will write the final essay.</p>
	REQUIRED (GRADES 3-12 ONLY)	Yes	A vast majority of written and speaking tasks

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>4b) A vast majority of written and speaking tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge.</p>		<p>require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge. The DBQ project is designed so that each lesson title is the essential question. Students are then given multiple documents to develop their claim and determine evidence from the sources provided. Students are encouraged to use outside knowledge during the hook exercises at the beginning of the Pre-bucketing process. In the Mini-Q lessons, students are asked questions that pertain to the documents immediately after each primary or secondary source document provided to ensure student comprehension of the source. Students are also given the choice during the Thrash-out process to be involved in student debate once evidence has been compiled addressing the essential question. This can help students to increase comprehension of the content as well as offer differing viewpoints to be explored. For example, in the Mini-Q, Berlin, Korea, and Cuba: How Did the U.S. Contain Communism?, students will use the documents provided to write a clear, concise essay on How did the US contain Communism?. Since this is a supplemental exercise provided to students, they would also be expected to use outside information</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>REQUIRED 4c) Materials provide regular opportunities to develop students' skill in organizing and supporting their thinking in speaking and writing, including using evidence from sources and outside knowledge.</p>	<p>Yes</p>	<p>from class/lecture/textbooks, to provide more evidence and argument in their essay.</p> <p>Materials provide regular opportunities to develop students' skill in organizing and supporting their thinking in speaking and writing, including using evidence from sources and outside knowledge. Throughout each lesson, students are provided with documents sheets, which allows students to analyze the given documents and to promote better understanding of the material. In addition, students are given questions to answer during the pre-bucketing process to evaluate and teach any words and phrases that could be difficult. Students have an opportunity in each lesson to choose speaking tasks called Thrash-out to debate evidence compiled to address a student's claim of the essential question. For example, in the World History Mini-Q Volume 3, The Enlightenment Philosophers: What Was Their Main Idea?, After the students evaluate the eight watersheds moments in world history, With a partner, students are to check which area(s) of society that would have experienced significant change because of the event. Students are then to explain their thinking to the class. Materials provide regular opportunities to develop students' skill in organizing and supporting their</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			writing. For example, in each lesson students are to complete an essay based on the given documents. Students write essays as a response to the essential question, analyze and evaluate graphs, charts, photos, article excerpts, magazine excerpts, political cartoons, and are given instructions as to how to create a well- constructed thesis and determine the important evidence through the bucketing process to increase student comprehension.
	FULL CURRICULUM ONLY 4d) Materials provide regular opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.	N/A	
	4e) Materials build students’ active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.	Yes	Materials build students' active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks. The DBQ Project offers activities to build listening skills as evidenced in the hook exercises of each lesson. This allows students to participate in class discussions and predict how the documents/evidence might allow for greater understanding to base a claim. Students also have an opportunity for whole class discussions to debate their claims based on their evaluation of the evidence through the Thrash-Out Debate process.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>4f) Materials provide models for writing and student exemplars to support writing development in social studies.</p>	<p>Yes</p>	<p>The materials provide exemplars of student writing to provide support for writing development. The following materials are included to provide models to support writing. The document analysis sheet long form 1. It provides room for recording detail and emphasizes the progression from fact to inference to main idea. Document analysis sheet long form II. This adds two analytical elements – evaluating the strength of the document and cross-referencing the content of the document with other documents in the Mini-Q. Another example is the document analysis sheet short form. This sheet is a shrunken version of Form I. It is especially useful when doing a DBQ in a short period of time where just a few analytical considerations are sufficient. Also the document analysis sheet: highly scaffolded writing form. This sheet guides students through the analytical process but features full sentence responses as students move from fact, to inference, to argument. The DBQ Project also offers a writing rubric for the DBQ Essay, as well as a preparation rubric (for work preceding the essay), an elements of a proficient essay rubric, a rubric to self-check or peer critique, a DBQ essay scoring guide (with point values), a DBQ essay and preparation scoring guide (with point values and without point values,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and a holistic 1-4 rubric. Additionally, sample essays are provided for teachers to use on the Teacher tab. There is an example of a non-proficient, basic proficiency, and higher proficiency essay for each DBQ and Mini-Q. These can be used to guide teacher's in grading as well as a teaching tool to show students what is and is not acceptable.
Section III. Scaffolding and Support			
<p>5. SCAFFOLDING AND SUPPORT: Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 5a) Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.</p>	<p>Yes</p>	<p>Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content. At the beginning of each DBQ, there are clear directions for how to complete the DBQ provided. Additionally, the Teacher tab throughout each Unit provides guidance and suggestions on how to proceed. Mini-Qs come in two versions, one is scaffolded. DBQ's also come in two versions, a Long Version (14-18 documents) and a Short Version (8-12 documents).</p>
	<p>REQUIRED 5b) The materials are easy to use and well organized for students and teachers.</p>	<p>Yes</p>	<p>The materials are easy to use and well organized for students and teachers. Each document is provided by clicking a drop-down menu on the toolbar or clicking the forward arrow on each page. When returning to a different document, the materials are easily accessed without having to wait for a separate download. Additionally, materials are easy to use and well organized for student and teachers.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			DBQ's and Mini-Qs are easy to navigate and find resources for students and teachers. It is easy to navigate from Teacher resources and student resources. Rubrics, blackline masters, and a lesson plan are provided with each Unit.
	<p>5c) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).</p>	Yes	<p>Alternate teaching approaches are provided with scaffolding and suggestions that are found under the Teacher tab in each Unit. Teachers can determine how to teach each "unit" based on their students as the materials provide different options to support different levels. (Mini-Qs come in 2 versions. The Enhanced Version (EV) is highly scaffolded. The Clean Version (CV) includes the same documents, but no support. DBQ units come in a Long Version (LV) and a Short Version (SV). The Short Version has 8-12 documents while the Long Version has 14-18.) In addition, they also include strategies and audio of the text.</p>
	<p>5d) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	Yes	<p>The content can be reasonably completed within a regular school year and the pacing of the content allows for maximum student understanding. Through the use of the suggested pacing , and the length of each document and assignment, the content should be completed within the course of a year. Additionally, this program offered by the DBQ project is broken up into distinct time periods that allows teachers to pick and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			chose certain activities that add to a student's understanding of the content.

FINAL EVALUATION

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 5.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria.

Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

Compile the results for Sections I-VII to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I: Content	1. Scope and Quality of Content (Non-Negotiable)	Yes	Throughout the DBQ’s and Mini-Qs, students are regularly engaged with opportunities to explore key questions and content from US History GLEs.
	2. Range and Volume of Sources (Non-Negotiable)	Yes	The driving force of the materials are primary and secondary sources that allow students develop content knowledge and assert claims related to the content.
II: Claims	3. Questions and Tasks (Non-Negotiable)	Yes	There are opportunities for students to engage with the materials in a variety of contexts.
	4. Response to Sources	Yes	This resource regularly provides students with opportunities to write for a variety of purposes.
III: Scaffolding and Support	5. Scaffolding and Support	Yes	Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.

FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**

The goal for social studies students is develop a deep, conceptual understanding of the content, as demonstrated through writing and speaking about the content. Strong social studies instruction is built around these priorities.

Content: Students build an understanding of social studies content.

- They examine authentic sources to build knowledge of social studies content.
- They explore meaningful questions about sources and content to build understanding.

Claims: Students develop and express claims that demonstrate their understanding of content.

- They make connections among ideas, people, and events across time and place.
- They express understanding of content using evidence from authentic sources and outside knowledge.

Title: **Mini-Qs in World History Volumes 2 and 3, American History Volume 2, and Document Based Questions in World History**

Grade/Course: **World History**

Publisher: **The DBQ Company dba The DBQ Project**

Copyright: **2016**

Curriculum Type: **Supplemental**

Overall Rating: **Tier I, Exemplifies quality**

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
1. Scope and Quality of Content (Non-Negotiable)	
2. Range and Volume of Sources (Non-Negotiable)	
3. Questions and Tasks (Non-Negotiable)	
4. Response to Sources	
5. Scaffolding and Support	

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 5 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 5.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria.

Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Content			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. SCOPE AND QUALITY OF CONTENT:</p> <p>Materials adequately address the Louisiana’s Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED (FULL CURRICULUM ONLY)</p> <p>1a) Materials address the content of 90% of the GLEs.</p>	<p>N/A</p>	
<p>1b) Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p>	<p>Yes</p>	<p>The materials provide regular opportunities for students to explore key questions and build knowledge and skills with the Social Studies content as indicated by the GLEs. For example, in the mini-Q, How Did the Renaissance Change Man's View of the World?, students explore the changes that occurred as a result of the Renaissance and ideas that came out. (GLE WH.2.1 Identify key people of the Renaissance and explain how their ideas and actions influenced social and cultural change). Another example is found later on in Vol. 3, in which students are asked to explore documents and ideas pertaining to "How Did the Versailles Treaty Help Cause World War II?" (GLE WH.6.4 Explain the causes and consequences of the economic conditions of the 1920s and 1930s and how governments responded to worldwide economic depression; WH.6.5 Analyze the political conditions that led to the rise of totalitarianism in the Soviet Union, Germany, Italy, Japan, and Spain of the 1920s and early 1930s; WH.6.6 Explain the origins, key individuals, battles, and major events of World War II). For example,</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			DBQ's and Mini-Qs have students exploring documents related to a wide range of topics ranging from the Aztecs to the Renaissance and Underlying Cause of World War I, among others. Each of these contains content related to the World History GLEs.
<p>Tier 1 and 2 Non-Negotiable</p> <p>2. RANGE AND VOLUME OF SOURCES:</p> <p>Materials include varied types of primary and secondary sources that support students' understanding of social studies content.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>2a) The main focus of the materials is on primary and secondary sources¹⁶ to develop content knowledge and express claims; materials may also include text to support students in using the sources.</p>	<p>Yes</p>	<p>The main focus of the materials is on primary and secondary sources in order to develop content knowledge and express claims. Materials also include text to support students in using the sources. For example, the Unit, The Enlightenment Philosophers: What Was Their Main Idea? from Mini-Qs in World History – Volume 3 provides students with four primary sources to examine before responding to the writing prompt. These sources include an excerpt from John Locke's The Second Treatise on Civil Government, an excerpt from Voltaire's Letters Concerning the English Nation, an excerpt from Adam Smith's The Wealth of Nations, and an excerpt from Mary Wollstonecraft's A Vindication of the Rights of Woman. Additionally, the Unit What Were the Underlying Causes of World War I? from</p>

¹⁶ Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format. (http://www.yale.edu/collections_collaborative/primarysources/primarysources.html) For additional definitions and examples, see also: <http://www.princeton.edu/~refdesk/primary2.html> and <http://www.archives.gov/education/research/history-in-the-raw.html>.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Document Based Questions in World History provides students with 17 primary and secondary sources to examine in order to develop content and express claims. These sources include a German political pamphlet, eyewitness accounts, maps, Franco-Russian Treaty, excerpts from secondary sources, political cartoons, an excerpt from speech, excerpt from diary of German official, and a propaganda cartoon. Additionally, from the Mini-Q World History Volume 2 lesson: Samurai and Knights: Were the Similarities Greater than the Differences? Students are given support from the text in analyzing, defining key terms, modeling, coaching and the creation of the final essay through the bucketing process. Students are also guided by long forms, short form, and highly scaffolded writing forms and scoring rubrics. The following documents are included to develop content knowledge and justify a claim in order to support student comprehension of the content: Charts comparing Social Order in Feudal Japan and Feudal Europe, a excerpt from a PBS television series about Japan, two photos comparing the images of a Samurai and a Knight, excerpts from the Code of Bushido and the Code of Chivalry, and poems comparing the death of a Samurai and a Knight. And for example, in the Vol. 3 Mini-</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Qs, "What Was the Underlying Cause of World War I?" Students are instructed to look at the primary and secondary sources provided in the activity and determine what were the causes of World War I. Another example is found in Mini-Q set Vol. 2, Exploration or Reformation: Which Was the More Important Consequence of the Printing Press? In this module, students examine documents to decide whether or not the Printing Press had a greater effect on the Reformation or Exploration and use documentation techniques to back up their claims.</p>
	<p>REQUIRED 2b) Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.</p>	<p>Yes</p>	<p>Materials include primary and secondary sources of different types, including print and non-print, art, maps, and charts, and varied lengths. For example, in a Unit from Mini-Qs in World History – Volume 2 entitled Exploration or Reformation: Which Was the More Important Consequence of the Printing Press? students will engage with primary and secondary sources varied in type and length. These include maps on the locations of printing presses in 1471 and 1500, excerpts from Martin Luther’s 95 Theses, an excerpt from John Man’s Gutenberg: How One Man Remade the World with Words, a map showing Religions in Europe in 1560, an excerpt of Christopher Columbus’s letter Concerning the Islands Recently Discovered</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>in the Indian Sea, a map showing the distribution of Columbus' letter, and maps of the world from 1489 and 1507.</p> <p>Furthermore, in a Unit from Mini-Qs in American History – Volume 2 entitled Why Did Japan Attack Pearl Harbor? students will examine primary and secondary sources that are varied in type and length. These include excerpts from The Way of the Subjects, a map of Japanese Expansion from 1870-1940, a timeline, a chart on Japanese Imports 1937-1941, and remarks by Hideki Tojo at the Imperial Conference.</p> <p>Another example that provides direct justification for this indicator can be found in Mini-Q, Vol. 2, "April 27, 1521: Was Magellan Worth Defending?" In this Mini-Q, students are given a variety of documents that provide students with information to analyze and use as evidence to answer a prompt.</p>
	<p>2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing¹⁷ and corroboration.¹⁸</p>	<p>Yes</p>	<p>Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing and corroboration.</p> <p>In the lesson from the World History Mini-Q Volume 3, The Reign of Terror, students are to make a claim based on the primary and</p>

¹⁷ Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.

¹⁸ Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>secondary sources as to whether or not the Reign of Terror was justified.</p> <p>Pre- bucketing questions include comparisons from the French Revolution to the American Revolution, a timeline of the Reign of Terror comparing leaders, and the change of government, and two maps that compare the threats that faced the French Revolutionaries in 1792 and 1793. For example, the Unit The Reign of Terror: Was It Justified? from Mini-Qs in World History – Volume 3 provides students with several documents (C, D, F, and G) that can be viewed from different perspectives to either support or oppose the Reign of Terror. Additionally, the Unit, April 27, 1521: Was Magellan Worth Defending? from Mini-Qs in World History – Volume 2 provides students with documents from different perspectives allowing opportunities for comparison and contrast. For example, a map showing Magellan’s voyage, an excerpt from “The Genoese Pilot’s” journal, an excerpt from Laurence Bergreen’s Over the Edge of the World, text from the Journal of Antonio Pigafetta, and an illustration can be used to defend Magellan. While, an excerpt from “The Genoese Pilot’s” journal, an excerpt from Laurence Bergreen’s Over the Edge of the World, an excerpt from the journal of Antonio Pigafetta, text from the Journal of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Antonio Pigafetta, and an illustration can be used to argue against defending Magellan. An example that provides justification for this indicator can be found in the Mini-Q, Vol. 3-"Latin American Independence: Why Did the Creoles Lead the Fight?" In Document C, students are asked to look at the author and purpose of the document and how it influences the fight for Creole Independence. Another example that provides justification for this indicator can be found in Vol. 3 of the World History Mini-Qs: How Should We Remember Toussaint Louverture? In Document D, students are asked to find the relationship between the details in this document and the details described in the Constitution of 1801 (Document C). This allows students to assess the skill of corroboration.</p>
	<p>2d) Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization.¹⁹</p>	<p>Yes</p>	<p>Materials include both primary and secondary sources from different time periods for students to make connections within and across time periods. Each lesson is designed to encourage student engagement and elicit students to determine the time and place a document was created as well as how it poses as evidence to answer the essential question. For example,</p>

¹⁹ Contextualization asks students to determine the time and place a document was created and examine how those factors influence the content.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>in the lesson from the Mini-Q in World History Volume 2, Exploration or Reformation, students are to determine which was the more important consequence of the printing press. In this lesson, students compare a map of the location of the printing press in 1471 and 1500, excerpts from Martin Luther's 95 Theses and John Man Gutenberg's: How One Man Remade the World with Words, Henricus Martellus's World Map, 1489 and Martin Waldseemüller's World Map, 1507. Another example is the Mini-Q in World History Volume 3, The Soviet Union: What Should Textbooks Emphasize. In this lesson, students compare the through a chart the Soviet economy and the US economy in 1980, an article in 2001 comparing executions among Soviets during 1937 and 1938, and the Tsarists between 1825 and 1910, a 1960s election campaign political cartoon to the 1979 election results for the Leader of the Soviet Communist Party, drawing of military spending comparing the US and the Soviet Union in 1980, and a chart of the Summer Olympics Medal Count from 1952, 1956, 1960, 1964, 1968, 1972, 1976, and 1988. Another example, from the Document Based Questions in World History Unit Gandhi, King, and Mandela: What Made Non-Violence Work? contains primary and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>secondary sources from different time periods in order for students to make connections within and across time periods. Sources from this DBQ include excerpts from Mohandas Gandhi’s Autobiography (1948), Martin Luther King, Jr.’s, Stride Toward Freedom (1958), and Nelson Mandela’s Long Walk to Freedom (1994). Also included are a 1930 letter written by Gandhi and a statement from King in 1960. Additionally, the Unit Berlin, Korea, and Cuba: How Did the U.S. Contain Communism? from Mini-Qs in American History – Volume 2 includes primary and secondary sources from different time periods, 1947-1963, to make connections across time periods. In this Mini-Q, students use the provided documents to describe three ways the United States contained communism.</p>
Section II. Claims			
<p>Tier 1 and 2 Non-Negotiable 3. QUESTIONS AND TASKS: Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 2 and genuinely measure how well students are able to understand social studies content.</p>	<p>REQUIRED 3a) Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).</p>	<p>Yes</p>	<p>Questions and tasks focus on engaging students with content in varied contexts. Each DBQ and Mini-Q provides students the opportunity to examine sources, complete tasks, and engage in speaking and listening activities. For example, in the Unit, What Was the Driving Force Behind European Imperialism in Africa? from Mini-Qs in World History – Volume 3, students are engaged with content in varied contexts. The first activity of the Mini-Q is a Hook Exercise</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>where students determine if Imperialism is ever justified. Next, students read Background Essay and complete related questions and activities. Before analyzing documents, students will complete Understanding the Question and Pre-Bucketing activities to ensure they understand the topic. Students will then complete Documents A-F analysis. To prepare to write their essay, students will complete the bucketing activity, develop their thesis and complete their road map. The final pre-writing activity is the Essay Outline Guide. Finally, students complete their essay.</p> <p>Another example, found in the World History Mini-Q Volume 2, lesson What Were the Primary Reasons for the "Fall" of Rome, students are asked to answer a set of critical thinking questions eliciting responses from the background essay. Document analysis questions follow each chart, graph, excerpt from a document, in preparation for the writing of the body paragraphs to successfully answer the essential question. Students are also given the choice to debate once all evidence has been determined by the students to solidify understanding and increase student mastery of the content.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>REQUIRED 3b) Coherent sequences of source-dependent questions²⁰ and tasks focus students on building, applying, and synthesizing knowledge and skills through various sources, classroom research, conversations, etc. to develop an understanding of social studies content.</p>	<p>Yes</p>	<p>Coherent sequences of source-dependent questions focus on building, applying, and synthesizing knowledge and skills through various sources to develop an understanding of social studies content. Each DBQ and Mini-Q follows a similar sequencing of tasks. Each begins with a hook activity to engage students with the task. There is a background knowledge essay accompanied by questions for students to answer or an activity for students to complete. To analyze documents, the Mini-Qs have document specific questions attached to each document, while the DBQ's expect students to take their own notes on the documents. However, the teacher's guide does provide questions or topics to discuss. Additionally, pre-bucketing activities are included in the Mini-Qs and some DBQ's. Writing activities are also embedded into the DBQ's and Mini-Qs to aid students in developing their writing to suit the specific topic.</p> <p>For example, in the lesson, Female Mill Workers in England and Japan: How Similar Were Their Experiences, students are to be engaged with the documents by completing a long or short form document analysis sheet to guide student comprehension.</p>

²⁰ Source-dependent questions or tasks are those that require students to pull information from a given source(s) to answer the question. Students still pull from prior learning, but the evidentiary support required in the students' responses are dependent upon the source(s).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>REQUIRED</p> <p>3c) Source-dependent written and oral tasks require students to make claims which demonstrate understanding of social studies content (e.g., make connections between ideas, people, and events; explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time and place).</p>	<p>Yes</p>	<p>Source-dependent written and oral tasks require students to make claims, which demonstrate understanding of social studies content. In the Document Based Questions in World History Unit, What Drove the Sugar Trade, students will complete source dependent written tasks that require students to make claims that demonstrate an understanding of content including making connections between ideas, people, and events and evaluating the causes and consequences of events and developments. An example that provides justification of this indicator is What Was the Driving Force Behind European Imperialism in Africa? In this mini-Q, students look at several perspectives on European Imperialism and its effects on African colonization. In Document D, students are asked to analyze the economic and industrial effects of European influence. Additionally, in a World History DBQ, the lesson, Classical Athens and Han China: students are to evaluate how great the differences were between the time periods. Students make their claim based on the following documents that cross over environment, political and economic landscapes and recognizes recurring themes across time and place. The following documents are the documents that the students are to base their claims: map of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Classical Greece and Han China, Classical Athens and China population charts, excerpts about the differences in the government, excerpt from the Mandate of Heaven, excerpts from teaching of Confucius on the Individual and the State, a quote by Sophocles, art portrait and a poem.</p> <p>In addition to the written tasks, which serve as the culminating product of the units, there are also oral tasks (discussions, etc.) that are built into the units to support student understanding as they analyze the sources. Materials also provide options for conducting debates as the learning product in lieu of the essay when the question framing the unit is appropriate for a debate structure.</p>
	<p>FULL CURRICULUM ONLY 3d) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.</p>	N/A	
	<p>FULL CURRICULUM ONLY 3e) Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.</p>	N/A	
<p>4. RESPONSE TO SOURCES: Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their</p>	<p>REQUIRED 4a) Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	Yes	<p>This resource regularly provides students with opportunities to write for a variety of purposes. Throughout each DBQ and Mini-Q, students are engaged in shorter writing activities with a larger, culminating writing assignment at the end of the Unit.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>understanding of the content through the development and support of claims in writing.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>For example, in the Unit Latin American Independence: Why Did the Creoles Lead the Fight? from the Mini-Qs in World History – Volume 3, students engage in variety of writing activities. In the Understand the Question and Pre-Bucketing activity, students are breaking down and rewriting the prompt. As students examine each document, they will answer related questions. Students will complete bucketing activity to organize documents and ideas. Students will complete writing activity on chicken foot to plan thesis and main ideas of essay before completing the Essay Outline Guide. The final writing activity is the essay. For example, in the World History Document Based Question lesson, Female Mill Workers in England and Japan, students are engaged in numerous hook exercises that can allow for multiple chances for students to gain a clear understanding of the questions focus and documents purpose. Scaffolding questions are also available for each document to ensure student comprehension. Students are encouraged to skim through the documents to get a sense of what they are about, and read the documents slowly. Students are also engaged with the documents through the use of a Document Analysis Sheet long and short form to record the main idea of each</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			document.
	<p>REQUIRED (GRADES 3-12 ONLY) 4b) A vast majority of written and speaking tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge.</p>	Yes	<p>A vast majority of the tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge. In each module, students are given 5-7 sets of documents (both primary and secondary) along with a "background essay" which provides information not provided in the documents about the topic. Since this is a supplemental exercise provided to students, they would also be expected to use outside information from class/lecture/textbooks, to provide more evidence and argument in their essay. Students are also given the choice during the Thrash-out process to be involved in student debate once evidence has been compiled addressing the essential question. This can help students to increase comprehension of the content as well as offer differing viewpoints to be explored.</p>
	<p>REQUIRED 4c) Materials provide regular opportunities to develop students' skill in organizing and supporting their thinking in speaking and writing, including using evidence from sources and outside knowledge.</p>	Yes	<p>Materials provide regular opportunities to develop students' skill in organizing and supporting their thinking in speaking and writing, including using evidence from sources and outside knowledge. Throughout each lesson, students are provided with documents sheets, which allows students to analyze the given documents and to promote better understanding of the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>material. In addition, students are given questions to answer during the pre-bucketing process to evaluate and teach any words and phrases that could be difficult. Students have an opportunity in each lesson to choose speaking tasks called Thrash-out to debate evidence compiled to address a student's claim of the essential question. For example, in the World History Mini-Q Volume 3, The Enlightenment Philosophers: What Was Their Main Idea?, After the students evaluate the eight watersheds moments in world history, With a partner, students are to check which area(s) of society that would have experienced significant change because of the event. Students are then to explain their thinking to the class. Materials provide regular opportunities to develop students' skill in organizing and supporting their writing. For example, in each lesson students are to complete an essay based on the given documents. Students write essays as a response to the essential question, analyze and evaluate graphs, charts, photos, article excerpts, magazine excerpts, political cartoons, and are given instructions as to how to create a well- constructed thesis and determine the important evidence through the bucketing process to increase student comprehension.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>FULL CURRICULUM ONLY</p> <p>4d) Materials provide regular opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.</p>	<p>N/A</p>	
	<p>4e) Materials build students' active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.</p>	<p>Yes</p>	<p>Materials build on students' active listening skills through activities such as taking notes on main ideas, asking relevant questions, and elaborating on the remarks of others to develop a deeper understanding. Throughout the DBQs and Mini-Qs, students are regularly engaging in these activities. Hook activities often have students asking relevant questions and elaborating on the remarks of others through discussions prompted by the question asked. Additionally, in the DBQ's, students are encouraged to take notes in the space provided on the main ideas on the main ideas of each document. Throughout the discussion of various sources, there are opportunities for debating and questioning.</p>
	<p>4f) Materials provide models for writing and student exemplars to support writing development in social studies.</p>	<p>Yes</p>	<p>The materials provide exemplars of student writing to provide support for writing development. The following materials are included to provide models to support writing. The document analysis sheet long form 1. It provides room for recording detail and emphasizes the progression from fact to inference to main idea. Document analysis sheet long form II. This adds two analytical</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>elements – evaluating the strength of the document and cross-referencing the content of the document with other documents in the Mini-Q. Another example is the document analysis sheet short form. This sheet is a shrunken version of Form I. It is especially useful when doing a DBQ in a short period of time where just a few analytical considerations are sufficient. Also the document analysis sheet: highly scaffolded writing form. This sheet guides students through the analytical process but features full sentence responses as students move from fact, to inference, to argument. The DBQ Project also offers a writing rubric for the DBQ Essay, as well as a preparation rubric (for work preceding the essay), an elements of a proficient essay rubric, a rubric to self-check or peer critique, a DBQ essay scoring guide (with point values), a DBQ essay and preparation scoring guide (with point values and without point values, and a holistic 1-4 rubric. Additionally, sample essays are provided for teachers to use on the Teacher tab. There is an example of a non-proficient, basic proficiency, and higher proficiency essay for each DBQ and Mini-Q. These can be used to guide teacher’s in grading as well as a teaching tool to show students what is and is not acceptable.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section III. Scaffolding and Support			
<p>5. SCAFFOLDING AND SUPPORT: Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 5a) Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.</p>	<p>Yes</p>	<p>Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content. In this lesson, among others, a hook exercise gives students an opportunity to draw interest, build critical thinking skills, and recognize the relevance of the lesson to history. A background essay precedes the documents and gives the students a sense of where they are headed to get an idea of how to answer the essential question. A few essay questions directly follow the background essay to check for student comprehension. Engaged in a pre-bucketing activity through gross analysis and close analysis, students are given a visual framework for their analysis and their final paper. Students then read each document using close reading strategies and answer the document related questions that follow for each document, form their thesis and create their essay based on the documents. These documents are constructed in many forms such as a map, photograph, newspaper article, table, graph, and primary source excerpts.</p>
	<p>REQUIRED 5b) The materials are easy to use and well organized for students and teachers.</p>	<p>Yes</p>	<p>Materials are easy to use and well organized for student and teachers. DBQ's and Mini-Qs are easy to navigate and find resources for</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>students and teachers. It is easy to navigate from Teacher resources and student resources. Rubrics, blackline masters, and a lesson plan are provided with each Unit. Additionally, the materials are easy to use and well organized for students and teachers. Each document is provided by clicking a drop-down menu on the toolbar or clicking the forward arrow on each page. When returning to a different document, the materials are easily accessed without having to wait for a separate download.</p>
	<p>5c) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).</p>	<p>Yes</p>	<p>Alternate teaching approaches are provided with scaffolding and suggestions that are found under the Teacher tab in each Unit. Teachers can determine how to teach each “unit” based on their students as the materials provide different options to support different levels. (Mini-Qs come in 2 versions. The Enhanced Version (EV) is highly scaffolded. The Clean Version (CV) includes the same documents, but no support. DBQ units come in a Long Version (LV) and a Short Version (SV). The Short Version has 8-12 documents while the Long Version has 14-18.) In addition, they also include strategies and audio of the text.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	5d) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Yes	The content can be reasonably completed within a regular school year and the pacing of the content allows for maximum student understanding. Through the use of the suggested pacing , and the length of each document and assignment, the content should be completed within the course of a year. Additionally, this program offered by the DBQ project is broken up into distinct time periods that allows teachers to pick and chose certain activities that add to a student's understanding of the content. As a supplemental resource, teachers are able to adequately utilize DBQ and Mini-Q Units as needed throughout the school year.

FINAL EVALUATION

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 5.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria.

Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

Compile the results for Sections I-VII to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I: Content	1. Scope and Quality of Content (Non-Negotiable)	Yes	The materials provide regular opportunities for students to explore key questions and build knowledge and skills with the Social Studies content as indicated by the GLEs.
	2. Range and Volume of Sources (Non-Negotiable)	Yes	The main focus of the materials is on primary and secondary sources in order to develop content knowledge and express claims.
II: Claims	3. Questions and Tasks (Non-Negotiable)	Yes	Questions and tasks focus on engaging students with content in varied contexts.
	4. Response to Sources	Yes	This resource regularly provides students with opportunities to write for a variety of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			purposes.
III: Scaffolding and Support	5. Scaffolding and Support	Yes	Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

March 21, 2017

Dr. Jackie Bobbett, Ph.D. K-12 Administration and Supervision
Supervisor, Instructional Material Reviews
Office of Academic Content
Louisiana Department of Education
<http://www.louisianabelieves.com>

Dear Dr. Bobbett and the Louisiana Department of Education,

The Jewish Federation of Greater New Orleans, North Louisiana Jewish Federation and the Jewish Federation of Baton Rouge are partnering with the Institute for Curriculum Services (ICS) to ensure accurate social studies content standards on Jews, Judaism, and Israel in the instructional materials being evaluated for the students and educators in the state of Louisiana. The Institute for Curriculum Services promotes accurate instructional materials and instruction on Jews, Judaism, and Israel for American K-12 students. We greatly appreciate the opportunity to give input on the proposed the textbooks so Louisiana educators can provide more accurate and pedagogically sound instruction to their students.

Attached please find six reviews (three reviews of each) for two texts (#17036 and #17037) submitted by DBQ. We provide some corrections of inaccuracies and offer suggestions for improvement. We hope you will give these recommendations your careful consideration and look forward to working with you to ensure accurate and pedagogically sound instructional materials. We share your goals of accuracy and excellence in educational materials for the educators and students of Louisiana. This online review process of social studies instructional review is an important step in furthering this aim. ICS sincerely appreciates your leadership and the excellent work of your staff.

For additional information or questions on the review, please contact Dr. Lisa Wurtele at

[REDACTED] .

We look forward to working with you on this very meaningful task. If you have any questions, please contact me at [REDACTED] .

Thank you very much for your time and consideration.

Sincerely,

Peter Haas

**Institute for Curriculum Services (ICS) Review on behalf of
the Jewish Federation of Greater New Orleans,
the Jewish Federation of Baton Rouge,
and the North Louisiana Jewish Federation
The DBQ Project #17037
*DBQs and Mini-Qs, Social Studies, Grades 9-12
Mini-Qs in Geography for 9th World Geography, and
DBQs and Mini-Qs, Social Studies, Gr 9-12, DBQ Mini-Qs in Literature
(for 11th grade U. S. History from 1877), Volume 2***

General Comments: This DBQ Project text includes a number of resources contained in collections of documents assembled for teaching different subjects. This review focuses on three lessons:

- a) “The Syrian Civil War: What is Fueling the Violence?”** (in *Mini-Qs in Geography for 9th World Geography*)
- b) “Holocaust Writings: How Does One Say the Unspeakable?”** (in *DBQs and Mini-Qs, Social Studies, Grades 9-12 For 10th World History from the 1500s, DBQ Mini-Qs in Literature - Volume 2*); and
- c) “Immigration: Was it Worth it?”** (in *DBQs and Mini-Qs, Social Studies, Gr 9-12 for 11th grade U. S. History from 1877, DBQ Mini-Qs in Literature - Volume 2*).

Each of the collections above contains multiple documents, which are presented as part of multi-part lessons based on them; the lessons contain classroom-ready materials with directions for teachers and students. All parts of the lessons have sections geared to students and teachers (Teacher Side and Student Side) and the Teacher Side includes a Document List, a hook exercise with questions and answers, a Background Essay (with related questions and answers), and all or most of the following elements: Establishing the Context (General Instructions and Specific Considerations), Understanding the Question and Pre-Bucketing, Document Content Notes, Teaching Tips, Skill Builders, and Extension Ideas, and Teachers Toolkits. Suggestions are provided about use of maps, etc., guidance is given about discussion of document analysis (both questions and answers). Teachers are also provided with Mini-Q Essay Outline Guides and Mini-Q Sample Essays (with examples given of essays at non-proficient, basic proficiency, and higher proficiency levels).

The lessons reviewed provide generally good, ready-to-use materials for teachers interested in presenting history through analysis of primary (and some secondary) documents. They are engaging presentations and, on the whole, are reliable, though there are some inaccuracies that should be addressed. The comments below relate to the three lessons reviewed here.

a) DBQ Mini-Qs in Geography--11. The Syrian Civil War: What is Fueling the Violence?

General Comments: This is the last of 11 lessons presented in the DBQ collection entitled *Mini-Qs in Geography*. The subject matter itself is of interest, given ongoing events in Syria, and the presentation is engaging and is generally sound. However, because events are currently unfolding and the conflict appears to be far from over, more information should be provided to guide further study of this topic.

This lesson also requires some revision because not all of the information provided is of equal significance or utility, and students will not be in a position to weigh their relative import when first informed about a topic under study. Students are provided with information for analysis and will naturally assume that the information provided to them is an important and useful basis for that analysis. However, analysis of some of the documentation is useful only as a mathematical exercise, rather than as a source for deeper analysis. For example, information about death tolls incurred by different groups cannot and should not be used by students as a fair and useful way to judge the conflict understudy, nor other conflicts they may learn about. Specific recommendations are offered below.

Hook Exercise: Knowing the Key actors in the Syrian Civil War, p. 519, box, Key Actors in the Civil War, **Add:** “**Assad Regime:** The government of Syria led by Bashar al-Assad; senior members are Alawites, a Shi’a sect.”

Comments: The brief descriptions of the various key players given here are not uniform in the information they provide. The groups ISIS, Salafists, Shabiha, and others are characterized as “extremely conservative Sunni Muslims who strive to create a new world order modeled on early Islam. They view all non-Sunni Muslims as heretics, or false Muslims,” “a Mafia-like group,” “non-religious and...very religious,” “a Kurdish military force,” “connected to an extremist Islamic terrorist network,” “an extremist Islamic terrorist group,” “non-religious,” and an offshoot sect of Shi’a Islam...Alawites,” while the Assad regime is simply introduced as “The government of Syria led by Bashar al-Assad.” Students should be given more of a description of the Assad government.

Background Essay, The Syrian Civil War: What Is Fueling the Violence?, p. 521, para. 3, lines 10-12, **Change:** “As a result of the government response to this protest, following an earlier protest in Damascus in January, rebel militias formed with the goal of taking down Assad.”

Comments: The background essay makes the case for the Civil War as having begun in 2011 when a peaceful protest was conducted in Daraa, followed by a violent response from the Assad government. This presentation places plans for rebellion against Assad as coming only after the protest in Daraa, but other sources date the development of opposition to Assad and plans made for active attacks on it as follows: First, a civil uprising began in January 2011 in Damascus, as an offshoot of earlier unrest in Tunisia, part of the civil uprisings that were called the Arab Spring; a “day of rage” was set for February 4-5. Then came a protest in March in in Daraa, as the opposition spiraled into a more defined uprising. This civil unrest was followed by

nationwide protests, and the creation of the rebel's Free Syrian Army in July. (See [Burning Country: Syrians in Revolution and War... \(Paperback\)](#) by [Robin Yassin-Kassab](#), [Leila Al-Shami](#) (Pluto Press, 2016), preface and ff.; <http://www.cnn.com/2013/08/27/world/meast/syria-civil-war-fast-facts>; <https://www.theguardian.com/world/2016/mar/14/syria-civil-war-five-years-guardian-reporting>.)

Document A: The Human Impact of the War (chart and map), Document Analysis,

Delete: “~~1. Why is it so difficult to accurately track Syria’s war casualties?~~”

Comments: Question 1 should be deleted because it does not involve any analysis. The answer to this non-analytical question is provided in sentence form in the chart, precisely in the language of the question: Document A presents a chart with the Breakdown of Deaths in the Syrian Conflict, above which is a note stating “It is extremely difficult to track Syria’s war casualties due to the ongoing violence. As a result there is a wide range of death estimates reported...from 250,000 to 470,000.”

Document A: The Human Impact of the War (chart and map), Document Analysis,

Delete: “~~3. Which side of the conflict appears to have suffered a greater number of deaths: those fighting for the Assad regime (regular army, militias, and foreign fighters) or those fighting against Assad (Syrian Rebels and foreign fighters)?~~”

Comments: Question 3 is based on the chart in Document A entitled “Which side of the conflict appears to have suffered a greater number of deaths: those fighting for the Assad regime (regular army, militias, and foreign fighters) or those fighting against Assad (Syrian Rebels and foreign fighters)?” The reason for the question is apparently not only to provide a mathematical exercise, but also to have students uncover for themselves the larger number of casualties incurred by those fighting Assad. The problem with this exercise is that it instills in students the misleading implication that the side with the greater number of losses is the one to support. Students will be led to understand that comparing death tolls is a fair and useful way to judge a conflict, and they will likely transfer that understanding to all conflicts they study. Unfortunately, this understanding is not applicable to all conflicts. One need only compare the German and U.S. death tolls in World War II to see that such thinking is flawed (with approximately seven to nine million Germans dead as compared to under half a million Americans).

Discrepant death tolls in conflicts can also be problematic as a basis for moral judgement because statistics usually do not differentiate between innocent civilian deaths and aggressor/combatant deaths, for example, if suicide bombers launch an attack and kill 100 civilians, they may be counted on one side of the death toll. One party in a conflict may make greater efforts to protect civilians (on their side and the other side), while the other party may intentionally put civilians in harms' way and exploit such casualties.

b) #17037 DBQs and Mini-Qs, Social Studies, Gr 9-12, DBQ Mini-Qs in Literature (for 11th grade U. S. History from 1877), Volume 2, 6. "Holocaust Writings: How Does One Say the Unspeakable?"

General Comments: Teachers will find this lesson quite useful. The comments below relate to an important identification missing in a photo caption, and suggested changes to the lesson's timeline.

DBQ Mini-Qs in Literature - Volume 2, 6. Holocaust Writings: How Does One Say the Unspeakable?, p. 249, photo caption, **Add:** "Elie Wiesel, Holocaust survivor, and Nobel laureate author of *Night*, is one of the people pictured in the second row of bunks, seventh from the left, next to the vertical beam."

Comments: As noted in the Teachers Side on page Document A, p. 256, Wiesel is in this photo; it should have a photo caption identifying Wiesel.

DBQ Mini-Qs in Literature - Volume 2, 6. Holocaust Writings: How Does One Say the Unspeakable?, p. 251, timeline, bottom of the page, **Change:**

"1918 — World War I ends with German defeat

1933 — Adolf Hitler appointed Chancellor of Germany

1935 — Nuremberg laws strip German Jews of citizenship

1936 — African-American track star Jesse Owens wins 4 Olympic gold medals in Berlin

1938 — Kristallnacht attacks destroy German and Austrian synagogues, Jewish businesses, schools

1939 — Germany invades Poland, igniting World War II

1941 — Wannsee Conference: Nazis plan 'Final Solution': genocide of European Jews.

1945 — Russian troops liberate Auschwitz, U.S. and British liberate other concentration camps"

Comments: This brief timeline should just include the key events leading up to the Holocaust to help students situate it in its historical context. The other timelines include 6 to 8 entries, and this one contains only 5 items. If necessary, Owens' win in the 1936 Olympics could be deleted to make space for the more important events (the enactment of the Nuremberg Laws, Kristallnacht, the Wannsee Conference and the liberation of the camps), since it does not help build the context for students. The "final solution" was the Nazis' code name for the deliberate, carefully planned destruction, or genocide, of all European Jews.

- c) #17037, *DBQs and Mini-Qs, Social Studies, Gr 9-12, DBQ Mini-Qs in Literature (for 11th grade U. S. History from 1877), Volume 2, 4.*
“Immigration: Was it Worth it?”

General Comments: This lesson provides a number of pertinent literary excerpts that students can analyze in order to evaluate the success of the immigration process and the experience of immigrants. The comments below correct an inaccuracy in the text.

*DBQ Mini-Qs in Literature - Volume 2, 4. Immigration: Was it Worth it?, p. 151, bottom of the page timeline, **Change:***

“1845-1850 — Failure of potato crop leads 500,000 Irish to immigrate to US

1849 — California Gold Rush sparks first influx of Chinese immigrants

1882 — Congress passes Chinese Exclusion Act

1924 — Congress passes second National Origins Act

1965 — Congress passes Immigration and ~~Naturalization~~ Nationality Act, banishing quota systems”

Comments: The correct name of the 1965 law is the Immigration and Nationality Act.

This is correctly noted in the teacher’s side to page 156. See

<https://www.gpo.gov/fdsys/pkg/STATUTE-79/pdf/STATUTE-79-Pg911.pdf>.