Democratizing the DBQ

A System-wide Approach to Historical Thinking and Writing in Grades 3-12

Session Overview

- Review The DBQ Project's Core Beliefs

- Explore The DBQ Project Method

- Discuss Next Steps

The DBQ Project's Core Beliefs

1. All students need to learn how to think.

2. Learning to think requires practice.

3. Clear thinking is hard work.

4. Thinking is clarified by writing.

5. Thinking is for everyone.

The DBQ Project Method

Step 1: The Hook (*Engaging the students*)

Step 2: The Background Essay *(Building Context)*

Step 3: Clarifying the Question *(Defining Key Terms & Pre-bucketing)*

Step 4: Close Analysis *(Understanding the Document)*

Step 5: Grouping the Documents *(Post-Bucketing)*

Step 6: Writing *(From Thrash-out to Essay)*

THIS HIGH-LEVEL BLUEPRINT OUTLINES THE FOUNDATION FOR THE REDESIGNED SAT AND SUMMARIZES THE KEY CHANGES.

ASSESSMENT

EVIDENCE-BASED READING AND WRITING

→ Command of Evidence

→ Relevant Words in Context

→ Revising and Editing Skills Applied to Text and Data

→ Analysis of Sources in Social Studies, Science, and Literature

→ Founding Documents and Great Global Conversation

THE ESSAY

Common prompt applied to different sources.

As you read the passage, consider how the author uses:

- Evidence such as facts or examples
- Reasoning to develop ideas and to connect claims and evidence
- Stylistic or persuasive elements to add power to the ideas expressed

Write an essay in which you explain how the author builds an argument to persuade an audience.

MATH

→ Math focused on three key areas:

- Heart of Algebra
- Problem Solving and Data Analysis
- Passport to Advanced Math

→ Problems Grounded in Real-World Contexts

→ Multistep and Extended-Thinking Problems

INSTRUCTION & ACCESS

THE COLLEGE BOARD'S FOUNDATION FOR DELIVERING OPPORTUNITY

1 All In: Ensure all qualified students take AP, especially underrepresented students

2 Application fee waivers to four colleges for all income-eligible students

3 Free test prep for the world

4 Access to daily practice with rigorous course work

5 Support to accelerate students who have fallen behind

DESIGN NOTES

Score scale: 1600 with optional essay scored separately

Scoring: Rights-only scoring, no penalty for wrong answers

Format: Print and computer

Time: 180 minutes with optional 50-minute essay (to be affirmed through research)

SAFE USE WARNING: SAT scores should only be used in combination with other relevant information to make responsible decisions about students.

NOT SECRET

SAT
HIGH-LEVEL BLUEPRINT

The redesigned SAT draws on research-based evidence that defines the knowledge and skills that are most essential for readiness and success.

Developed in collaboration with college and K–12 educators, the redesigned SAT will reflect the work students do in class that best prepares them for college and career success.

Full test specifications and sample items available on April 16.
Find out more at deliveringopportunity.org

◆ CollegeBoard

Writing Across the Curriculum

The DBQ Project
- "Writing like a Historian"
- Increased exposure to science and social studies content
- Aligns with NGSSS for Social Studies content
- Focus is analysis of primary sources including artifacts, text, maps, charts and photographs
- Writing is the culminating activity of the analysis process
- Assessment is summative
- Rubric is quantitative

Commonalities
- Research based to support rigorous instruction
- Processes that support building strong writers
- Include evidence based writing
- Scaffolded experiences to serve all students

ELA Framework Supported Writing
- "Writing Focused on the ELA standards"
- Writing based on explicit language of the ELA standards
- Document analysis based on written word
- Assessment (FPMAs) is formative
- Rubric is qualitative and standards based

**For the success of each process, it is important that both are implemented with integrity.

Best Practice Implications for Text-Based Writing Instruction:

How should students approach the task?

1. Students should begin by reading the prompt before reading the passage set to determine the purpose for reading and responding.
2. Students should pay attention to the **passage set** title as well as each individual passage title. (Each passage in the set has its own title as well.) To cite evidence, the student should refer to the specific passage title or author rather than referencing the passage set title.
3. Students must take the time to read the passages **closely**. Analysis and synthesis of the textual evidence is critical to writing proficiency. It may be helpful to use marking strategies when reading the text for quick references to critical pieces of evidence to support the point being made.
4. Students should reread and dissect the prompt, assuring that they fully understand the task. The task could have more than one part, and both should be addressed in the essay. Paying attention to the **purpose** in the prompt will also help the student respond in the correct mode.
5. Before responding to the prompt, the student should plan the response according to the purpose, audience and task.

What is important when students are writing?

6. It is helpful for the student to consider the audience and write as if the audience has not studied the passages. Students should assume the audience is intelligent but may be unfamiliar with the specific information in the passages.
7. The students should focus on quality over quantity when writing, but writing that is too brief will not contain adequate evidence from the text.
8. The response should illustrate a balance between the use of textual evidence and the student's own view/original ideas. Otherwise, the response may become a summary of the text or mere regurgitation/copying of the passage(s).
9. Repetitive vocabulary or sentences weakens the writing. This includes repetitive transitional or stylistic devices.
10. **Extensive copying word for word from the text is not acceptable.** Direct quotes should be relevant and connected by original writing. Students must acknowledge the source of their information. This can be informal. It becomes a more critical part of the standards as students move up in the grades.
11. Beware of overused transitions without internal paragraph organization.
12. Organization is important, but one organizational structure will NOT work with all prompts. The organizational structure must fit the task.
13. The student's response must reflect analysis, but direct reference to **every** passage is not required unless evidence from every passage is used in the response or is required in the task.
14. There is more than one right way to address the prompt. The key is relevant evidence fully integrated with the student's elaboration.
15. The evidence required is dependent on the passage and the task in the prompt. The student must dissect the prompt.
16. Student ideas should be closely connected to the textual support and logically used to support.
17. Precise academic vocabulary is important to the quality of the paper.

What does the teacher need to know and do to support the students?

18. **TEACH THE STANDARDS!!!!!** What does the standard specify for your grade level? It is helpful to lay your standards alongside the score points 3 and 4 for the domains on the rubric in order to fully understand the expectation.
19. Work on a simple way for students to cite their source(s) without interrupting the flow of the paper.
20. Text evidence is **what** is important; elaboration is **why** it is important.
21. Reliance on elaborative techniques, such as rhetorical questions that are not relevant or do not make a strong point (talking to the reader), should not be encouraged.
22. The use of Role, Audience, Format, Topic (RAFT), Document Based Questions (DBQs) and Literacy Designed Collaborative (LDC) are excellent teaching strategies for standards-based instruction and thus, preparation for the assessment.

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Florida's Civics & United States History End-of-Course Examinations

- **Based on Florida's Grade 6-12 Civics, US history standards, as well as the Reading and Writing Standards for Literacy in History**

- **Questions based on a variety of stimulus attributes will be included**

- **Multiple choice only, multiple forms to be given**

- **Entirely computer based, except for students with pertinent IEPs or 504 plans**
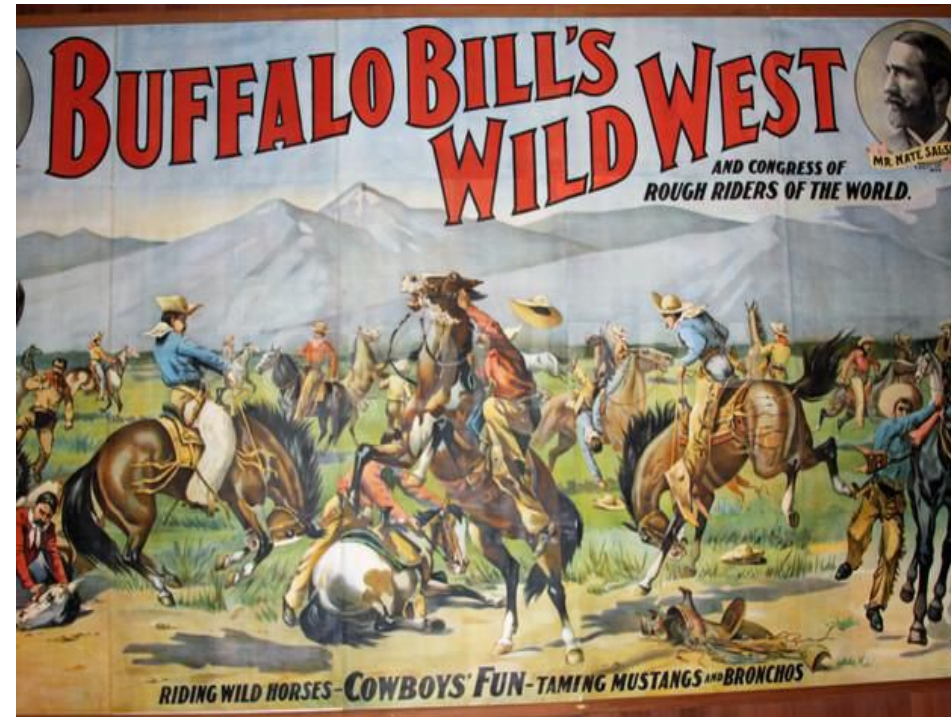
Implementation Obstacles:

- Expectations
- Time
- Preparation
- Scoring

DBQ #1
Teacher Action Steps:

- Review eCampus resources

- Implement Best Practices

- Focus on the selection and use of evidence

- Teach students to rainbow highlight and self-score

- Identify learning gaps

- Determine instructional focus

DBQ Resource Site
Resources for each DBQ

- **Sample PowerPoints**

- **Sample Task Cards**

- **Station Creation Materials**

- **DBQ Step-by-Step Guides**

- **DBQ Best Practices Review Guide**

- **DBQ Marzano Alignment Guide**

- **& Intervention Strategies and more**

TEACHER RESPONSIBILITY

Modeled Instruction
(model document analysis)

"I do it, you watch."

Guided Instruction
(model with student Participation)

"We do it together."

Guided Practice

(Collaborative document analysis)

Collaborative

"You do it together, I watch, guide."

Independent Practice
(save at least one document for independent analysis)

Independent

"You do it alone, we reflect on your learning."

STUDENT RESPONSIBILITY

The Gradual Release Model

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility.* Alexandria, VA: Association for Supervision and Curriculum Development.

Reflecting on The DBQ Project Method

Step	Best Practices	My Implementation
Step 1 Hook Exercise	✓ A maximum of 10-15 Minutes ✓ Limit Pre-teaching ✓ Leave hook with engagement peaking	
Step 2 Background Essay	✓ Requires direct instruction ✓ Model and incorporate literacy strategies ✓ Craft 2-3 sentences summarizing the background essay including: Time, Place & Story ✓ All students must leave with Time, Place & Story	
Step 3 Understanding the Question and Pre-Bucketing	✓ Display the question ✓ Consider providing the actual bucket labels ✓ Formative check (exit ticket) ✓ Reteach, as necessary ✓ Generate hypothesis (for question & documents)	
Step 4 Document Analysis	✓ Develop forming habits directions and display as anchor charts ✓ Incorporate fostering discovery directions ✓ Utilize the Gradual Release Method ✓ Review documents analysis sheets daily, as a formative check	
Step 5 Bucketing	✓ Student led document analysis presentations with emphasis on bucketing text based evidence	
Step 6 From Thrash Out to Writing	✓ Utilize the chicken foot ✓ Include a thrash-out ✓ Review parts of a proficient essay ✓ Rainbow highlight sample essay ✓ Review the self score rubric ✓ Take a scaffolded approach to essay writing ✓ Set-up writing portfolios	

Cabeza de Vaca: How Did He Survive?

Cabeza de Vaca (center) among the Native Americans. Painting by Frederic Remington.

Overview: On June 17, 1527, Cabeza de Vaca sailed from the Spanish mainland with 600 settlers to establish colonies on the northern shores of the Gulf of Mexico. The trip went badly, and within a year nearly all the men in the expedition were dead. This Mini-Q is about Cabeza's eight-year struggle to stay alive and his remarkable journey from Florida to the Texas coast and, eventually, to Mexico City.

The Documents:

Document A: Cabeza's Trek Across Texas and Mexico (map)

Document B: The Art of Survival (chart)

Document C: The Surgeon

Document D: "We came from where the sun rose..."

Day 1

The DBQ Project Method

Step 1: The Hook

Engaging the students

Hook Exercise: Cabeza de Vaca

Directions: Below are three common dangers that faced Native Americans and European explorers in Mexico in the 16th and 17th centuries. With a partner or in a small group, discuss each situation and what you might have done to stay alive. When finished, answer the summary question.

Danger #1: Gulf Coast Mosquitoes

You are wandering, lost and alone, in swampy wetlands near Apalachee Bay (Florida) on the Gulf of Mexico. With every step, the thick mud sucks on your bare feet. You have a piece of flint, some deer meat for food, and are wearing nothing but a small deerskin hide. The June sun is setting and swarms of mosquitoes cover your body, entering your nostrils and mouth with every breath. You are desperate. What do you do? Be specific.

Danger #2: Armed Strangers

You are trekking alone in the dry prickly pear cactus region of southeast Texas. The prickly pear cactus fruit is the only food you have eaten in 10 days. The pickings have been thin. As you are making your evening fire with your precious flint, a band of six hunters suddenly appears. They are carrying spears but no game. Like you, their ribs show clearly through their skin. They are speaking in an unknown language. They look at you sternly and motion for you to drop your flint and pile of precious fruit, and to walk away into the cold 40-degree night. What do you do?

Danger #3: River Crossing

You are one of two survivors of a Spanish expedition that has shipwrecked off the Gulf Coast of Texas. Together you decide to walk 400 miles down the coast to the closest Spanish outpost. One huge problem is that you must cross a deep river nearly 200 yards wide – and neither of you knows how to swim. You have seen signs of native people in the area (a fishnet here, a footprint there) and are terrified because of shipboard tales of cannibalism. What do you do?

Summary question: Which of these situations scares you the most? Explain.

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The DBQ Project Method

Step 2: The Background Essay

Building context

Time, place and story

The main character of our story was a real man named:
Álvar Núñez Cabeza de Vaca

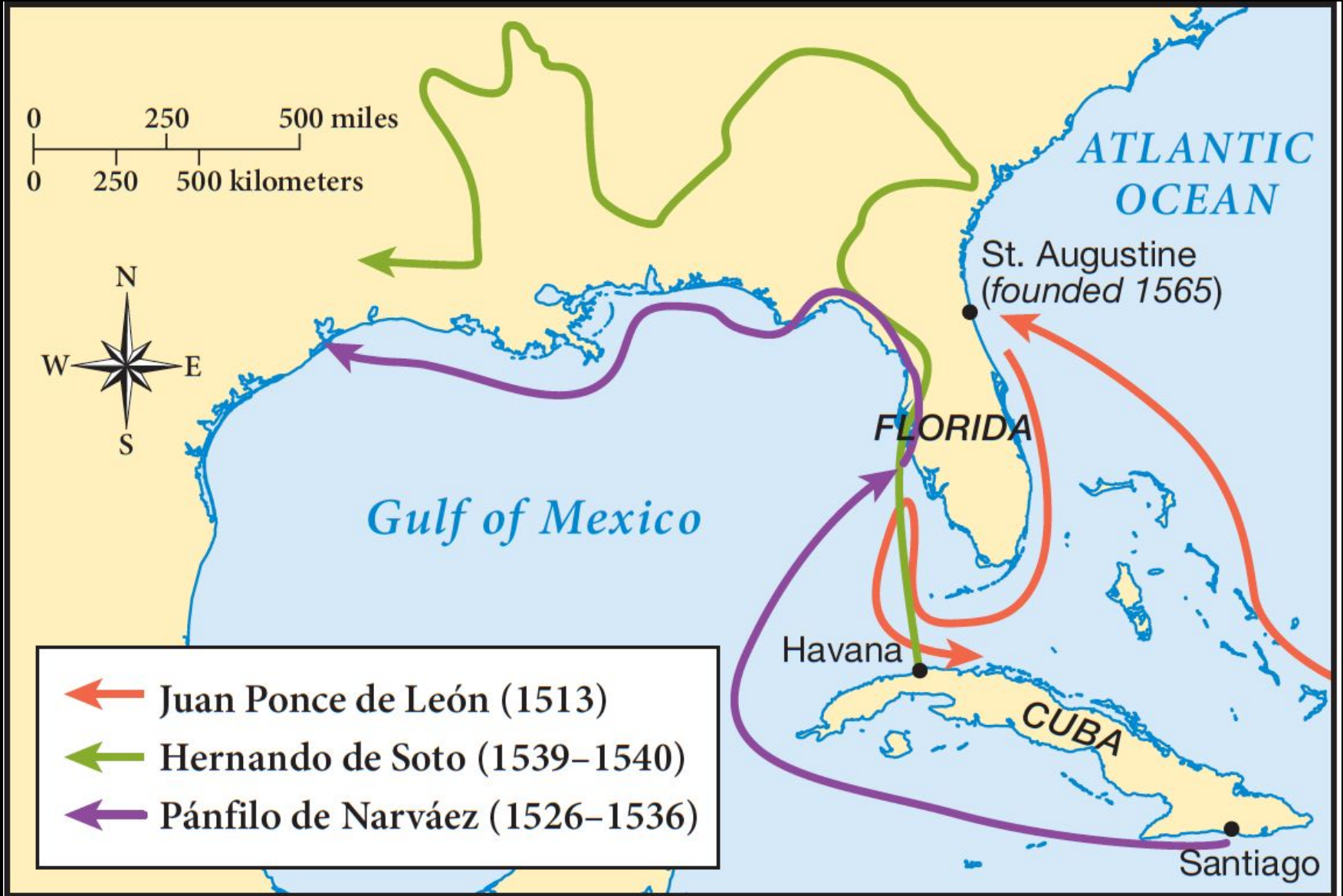

Who was sometimes called:

Cabeza de Vaca or
Cabeza

Key Terms & Concepts:

- "New World"

- Gold, God & Glory

- Expedition

- Conquistador

- Currents

- Settlements

- Colonize

16th Century Spanish Empire

16ᵗʰ Century Florida Map

Christopher Columbus, an Italian sailing for Spain is credited for discovering the "New World" in 1492.

Term to Know:

"New World"

The "New World" is one of the names used to describe the Earth's Western Hemisphere, specifically the Americas, including nearby islands such as those in the Caribbean and Bermuda.

The World in 1500

"New World"

It is only "new" to the Europeans explorers. It is estimated that 80 million people already live in the Americas at the time of "discovery".

The Primary Reasons for Exploration

- Gold – the pursuit of wealth
- God - to spread religion
- Glory – the pursuit of fame

Terms to Know: Expedition

An expedition is a journey or voyage undertaken by a group of people with a particular purpose, especially that of exploration, scientific research, or war:

Terms to Know:

Conquistadors were Spanish explorers. The word conquistador is derived from the word conqueror.

Based on the origin of the word conquistador, what can you infer about Spanish Explorers?

Terms to Know: Current

A current is like a vast river within the ocean, flowing from one place to another. These currents are caused by differences in temperature, differences in salinity, and by wind. Currents are responsible for a vast amount of movement of the water found in the Earth's oceans.

Term to Know: Settle

Settle means to move to a place and make it your own. Spain settled Florida establishing it as a Spanish Colony in 1565.

Term to Know: Colonize

Colonize means to set up a permanent settlement. The Spanish wanted to colonize the "New World" by setting up a permanent settlement in Florida.

Cabeza de Vaca's ill-fated journey

Cabeza de Vaca's ill-fated voyage

Cabeza de Vaca: How Did He Survive?

In the spring of 1527, five Spanish ships left the port of Seville, Spain and set sail for the New World. The leader of the expedition was a **conquistador** named Panfilo Narvaez, who hoped to establish settlements along the west coast of the Gulf of Mexico. With him was Álvar Núñez Cabeza de Vaca, a 37-year-old veteran soldier who was the treasurer for the expedition. After stopping in Cuba, Narvaez headed for the Rio Grande River on the Mexican coast. However, tricky currents in the Gulf of Mexico pushed him off course. Narvaez and his **pilots** became very confused. Thinking he was in Mexico, Narvaez actually made landfall near modern-day Tampa Bay, Florida. A bad situation then got worse. Narvaez ordered 300 explorer/ soldiers to leave the ships and march inland in search of treasure. Ten expedition wives and about 100 sailors would be left on the ships to sail along the coast and pick up the land party later. Cabeza was not happy with the decision and with good reason. Food was scarce; Indians were not always friendly; and armor was hot and heavy.

Two long months later, the 300 sick and hungry soldiers arrived at Apalachee Bay in northern Florida with no treasure and no ships in sight. Narvaez knew only that he had to travel west to get to Mexico. But how? He ordered that firearms be melted down to make tools to build five rafts, each large enough to carry 50 men. Every few days one of the remaining horses was killed and eaten. The goal was no longer **colonization** or getting rich; the goal was to stay alive.

Cabeza de Vaca's ill-fated voyage

In a weakened condition, the expedition pushed off with Cabeza commanding one of the rafts. Fresh water was stored in hollowed-out horse legs. The sides of the rafts were only about one foot above the waterline. It was not long before hunger and thirst began to take their toll. The men grew even weaker; a few went insane. Somewhere near the Mississippi River, a strong storm blew the five rafts out into the Gulf.

After several desperate days, Cabeza's raft drifted back to shore, probably on what today we call Galveston Island, Texas. A second raft was blown ashore on the same island. The other three rafts were never seen again. In a matter of days, 250 men had had been reduced to 80. During the next few months, the expedition number would drop to 18. Within a year, it would be four. One of those four survivors was Cabeza de Vaca.

The island on which Cabeza landed in November 1528 was not deserted. It was populated by two Native American bands, each with about 400 people, each with its own language. At times the Indians acted as caretakers. At other times they were more like slave masters. After six long years, Cabeza and three fellow survivors were finally able to slip away from their Indian masters and walk from east Texas to Mexico City. The journey would take 21 months and would require a special combination of skill, patience, and the goodwill of many Native Americans met along the way.

Your task is now to read the four documents that follow and answer the question: *"Cabeza de Vaca: How did he survive?"*

Cabeza de Vaca's ill-fated voyage

Cabeza de Vaca: How Did He Survive?

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Cabeza de Vaca's ill-fated voyage

The DBQ Project Method

Step 2: The Background Essay

#1

Underline any dangers or threats

#2

Highlight any numbers and what they represent

#3

Write 3 Word Summary in the margin

#4

Make a Prediction about the next paragraph

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Cabeza de Vaca's ill-fated voyage

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Cabeza de Vaca: How Did He Survive?

1) In the spring of 1527, five Spanish ships left the port of Seville, Spain and set sail for the New World. The leader of the expedition was a **conquistador** named Panfilo Narvaez, who hoped to establish settlements along the west coast of the Gulf of Mexico. With him was Álvar Núñez Cabeza de Vaca, a 37-year-old veteran soldier who was the treasurer for the expedition. After stopping in Cuba, Narvaez headed for the Rio Grande River on the Mexican coast. However, tricky currents in the Gulf of Mexico pushed him off course. Narvaez and his **pilots** became very confused. Thinking he was in Mexico, Narvaez actually made landfall near modern-day Tampa Bay, Florida. A bad situation then got worse. Narvaez ordered 300 explorer/soldiers to leave the ships and march inland in search of treasure. Ten expedition wives and about 100 sailors would be left on the ships to sail along the coast and pick up the land party later. Cabeza was not happy with the decision and with good reason. Food was scarce; Indians were not always friendly; and armor was hot and heavy.

2) Two long months later, the 300 sick and hungry soldiers arrived at Apalachee Bay in northern Florida with no treasure and no ships in sight. Narvaez knew only that he had to travel west to get to Mexico. But how? He ordered that firearms be melted down to make tools to build five rafts, each large enough to carry 50 men. Every few days one of the remaining horses was killed and eaten. The goal was no longer **colonization** or getting rich; the goal was to stay alive.

Cabeza de Vaca's ill-fated voyage

3) In a weakened condition, the expedition pushed off with Cabeza commanding one of the rafts. Fresh water was stored in hollowed-out horse legs. The sides of the rafts were only about one foot above the waterline. It was not long before hunger and thirst began to take their toll. The men grew even weaker; a few went insane. Somewhere near the Mississippi River, a strong storm blew the five rafts out into the Gulf.

4) After several desperate days, Cabeza's raft drifted back to shore, probably on what today we call Galveston Island, Texas. A second raft was blown ashore on the same island. The other three rafts were never seen again. In a matter of days, 250 men had had been reduced to 80. During the next few months, the expedition number would drop to 18. Within a year, it would be four. One of those four survivors was Cabeza de Vaca.

5) The island on which Cabeza landed in November 1528 was not deserted. It was populated by two Native American bands, each with about 400 people, each with its own language. At times the Indians acted as caretakers. At other times they were more like slave masters. After six long years, Cabeza and three fellow survivors were finally able to slip away from their Indian masters and walk from east Texas to Mexico City. The journey would take 21 months and would require a special combination of skill, patience, and the goodwill of many Native Americans met along the way.

Your task is now to read the four documents that follow and answer the question: *"Cabeza de Vaca: How did he survive?"*

The DBQ Project Method

Step 2: The Background Essay

#1

Underline any dangers or threats

#2

Highlight any numbers and what they represent

#3

Write 3 Word Summary in the margin

#4

Make a Prediction about the next paragraph

Background Essay Summary

Using the information from paragraphs 1-5 of the background essay, write a 2-4 sentence summary of the background essay. Be sure to include time, place and story.

SOMEBODY

Who are the main characters?

WANTED

What did the characters want?

BUT

What was the problem?

SO

How did the character try to solve the problem?

Then

What was the resolution to the story?

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Cabeza de Vaca: How Did He Survive?

1) In the spring of 1527, five Spanish ships left the port of Seville, Spain and set sail for the New World. The leader of the expedition was a **conquistador** named Panfilo Narvaez, who hoped to establish settlements along the west coast of the Gulf of Mexico. With him was Álvar Núñez Cabeza de Vaca, a 37-year-old veteran soldier who was the treasurer for the expedition. After stopping in Cuba, Narvaez headed for the Rio Grande River on the Mexican coast. However, tricky currents in the Gulf of Mexico pushed him off course. Narvaez and his **pilots** became very confused. Thinking he was in Mexico, Narvaez actually made landfall near modern-day Tampa Bay, Florida. A bad situation then got worse. Narvaez ordered 300 explorer/soldiers to leave the ships and march inland in search of treasure. Ten expedition wives and about 100 sailors would be left on the ships to sail along the coast and pick up the land party later. Cabeza was not happy with the decision and with good reason. Food was scarce; Indians were not always friendly; and armor was hot and heavy.

2) Two long months later, the 300 sick and hungry soldiers arrived at Apalachee Bay in northern Florida with no treasure and no ships in sight. Narvaez knew only that he had to travel west to get to Mexico. But how? He ordered that firearms be melted down to make tools to build five rafts, each large enough to carry 50 men. Every few days one of the remaining horses was killed and eaten. The goal was no longer **colonization** or getting rich; the goal was to stay alive.

Cabeza de Vaca's ill-fated voyage

3) In a weakened condition, the expedition pushed off with Cabeza commanding one of the rafts. Fresh water was stored in hollowed-out horse legs. The sides of the rafts were only about one foot above the waterline. It was not long before hunger and thirst began to take their toll. The men grew even weaker; a few went insane. Somewhere near the Mississippi River, a strong storm blew the five rafts out into the Gulf.

4) After several desperate days, Cabeza's raft drifted back to shore, probably on what today we call Galveston Island, Texas. A second raft was blown ashore on the same island. The other three rafts were never seen again. In a matter of days, 250 men had had been reduced to 80. During the next few months, the expedition number would drop to 18. Within a year, it would be four. One of those four survivors was Cabeza de Vaca.

5) The island on which Cabeza landed in November 1528 was not deserted. It was populated by two Native American bands, each with about 400 people, each with its own language. At times the Indians acted as caretakers. At other times they were more like slave masters. After six long years, Cabeza and three fellow survivors were finally able to slip away from their Indian masters and walk from east Texas to Mexico City. The journey would take 21 months and would require a special combination of skill, patience, and the goodwill of many Native Americans met along the way.

6) Your task is now to read the four documents that follow and answer the question: *"Cabeza de Vaca: How did he survive?"*

The DBQ Project Method

Step 3: Clarifying the Question

Cabeza de Vaca: How Did He Survive?

Cabeza de Vaca (center) among the Native Americans. Painting by Frederic Remington.

Overview: On June 17, 1527, Cabeza de Vaca sailed from the Spanish mainland with 600 settlers to establish colonies on the northern shores of the Gulf of Mexico. The trip went badly, and within a year nearly all the men in the expedition were dead. This Mini-Q is about Cabeza's eight-year struggle to stay alive and his remarkable journey from Florida to the Texas coast and, eventually, to Mexico City.

The Documents:
- Document A: Cabeza's Trek Across Texas and Mexico (map)
- Document B: The Art of Survival (chart)
- Document C: The Surgeon
- Document D: "We came from where the sun rose..."

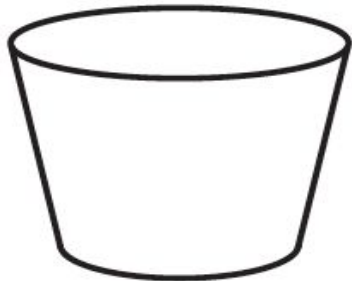# The DBQ Project Method

Step 3: Clarifying the Question *(first)*
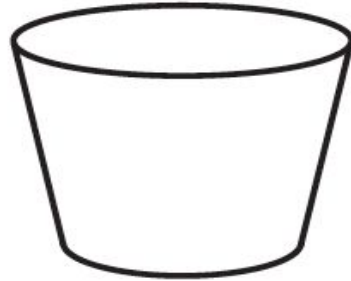
Pre-bucketing
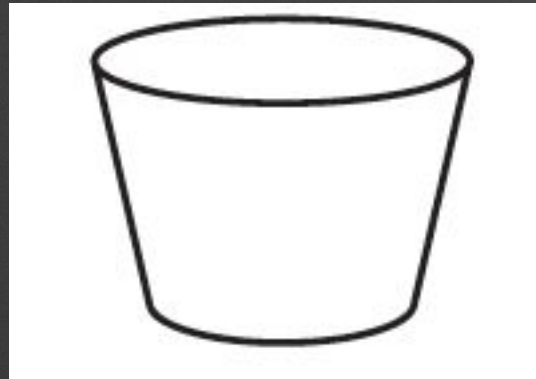
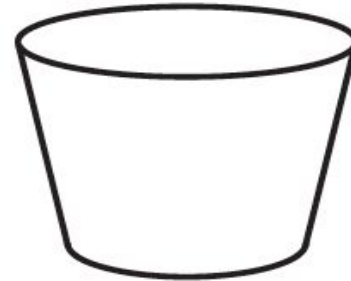
Reasons

Pre-Bucketing
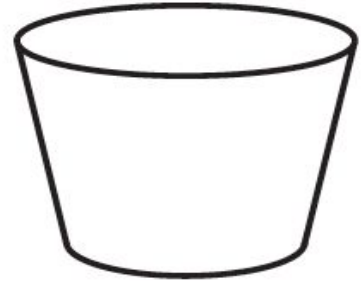## *A more scaffolded approach*

Wilderness Skills   **Success as a Healer**   **Respect for Native Americans**   **Mystery Bucket**

Survive

✓ **Below your summary of the background essay on your index card, write a full sentence definition of the word survive.**

Survive……

Next

✓ **Below your definition of the word survive, restate the DBQ question, not using the word survive.**

Day 2 & 3

Cabeza de Vaca: How Did He Survive?

Cabeza de Vaca (center) among the Native Americans. Painting by Frederic Remington.

Overview: On June 17, 1527, Cabeza de Vaca sailed from the Spanish mainland with 600 settlers to establish colonies on the northern shores of the Gulf of Mexico. The trip went badly, and within a year nearly all the men in the expedition were dead. This Mini-Q is about Cabeza's eight-year struggle to stay alive and his remarkable journey from Florida to the Texas coast and, eventually, to Mexico City.

The Documents:

Document A: Cabeza's Trek Across Texas and Mexico (map)

Document B: The Art of Survival (chart)

Document C: The Surgeon

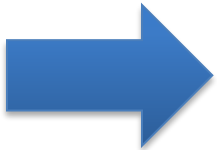Document D: "We came from where the sun rose..."

The DBQ Project Method

Step 4: Close Analysis

Understanding the Documents

Modeling a Document

Document Analysis Steps

1. **What do you see?**
    Draw a box around everything you see

2. **Write the ? on top of the box**

3. **Mark the doc (letter/number); source; note(s) and caption(s) with an**

4. **Examine the source(s)**
5. **Consider the notes and captions**
6. **Close read of document**

Sourcing

Before reading the document
ask yourself:

- Who wrote this?

- What is the author's point of view?

- Why was it written?

- When was it written? (A long time or short time after the event?)

- Is this source believable? Why? Why not?

Cabeza Sample Task Cards
Document B

☐ Complete the Document Analysis Steps 1-3 on the poster.

☐ Source the excerpt(s) one at a time
- Who wrote this?
- What is the author's point of view?
- Why was it written?
- When was it written?
- Is this source believable? Why? Why not?

☐ Circle the chart title and take turns in your group making predictions about what details will be found in the chart.

☐ **Examining the Chart and Selecting Evidence**

- Charts divide information into categories using columns and rows.

- As a group, read the chart, converting the information in each horizontal row into a sentences describing the storm, for example: In October of 1528, thirst was a problem for Cabeza. In response to the problem, with other raft survivors adrift in the Gulf of Mexico, Cabeza drank water stored in hollowed-out horse leg containers. Write your sentences down on the poster.

- As a group, double check that your sentences are correct. Your sentences are evidence from the document.

☐ Read, answer and discuss questions 1-4 in the hint envelope.

☐ Identify the most significant piece of evidence from Doc. B that explains or shows why Cabeza survived.

Cabeza de Vaca: How Did He Survive?

Who wrote this?

What is the author's point of view?

Why was it written?

When was it written?

What is the main idea of this document?

Is this source believable??

Why did Cabeza Survive?

How can the ability to speak a language save your life?

Source: Compiled from *The Relación of Alvar Nuñez Cabeza de Vaca, 1542*, the explorer's personal account of his long adventure.

Besides staying warm, how might Cabeza's 4 fires helped him stay alive?

How did Cabeza deal with thirst? hunger?

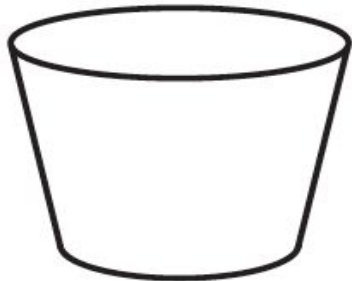|	The Art of Survival	
Date	**Problem**	**Cabeza's Response**
Oct. 1528	Thirst	With other raft survivors adrift in the gulf of Mexico, ...wed-out horse-leg
1529 – 1532	Period	...vailable, including berries, ...s, and spiders.
1530 – 1532	Distrust	Cabeza befriended his captors and was therefore allowed to serve as a trader among Indian bands living within 150 miles of the Gulf Coast.
1530 – 1535	Communication	Cabeza learned four Indian languages, including Charuccos, plus sign language.
1534	Cold / Despair	Lost and completely naked, Cabeza happened on a smoldering tree that had been struck by lightning. He lit a branch in the dying flames and kept the torch burning as he walked. Each night he huddled in a hole that he'd dug and "around that pit placed four fires like the points of a cross."

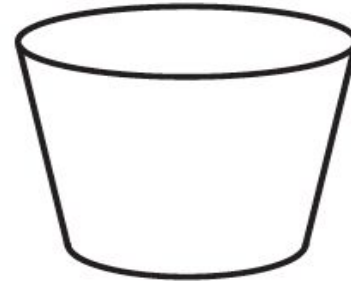**"Cabeza learned 4 languages"**
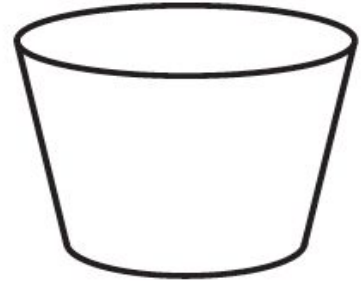
Pre-Bucketing
A more scaffolded approach

Wilderness Skills   **Success as a Healer**   **Respect for Native Americans**   **Mystery Bucket**

The DBQ Project

Clean Version

Document B

Source: Compiled from *The Relación of Alvar Nuñez Cabeza de Vaca*, 1542, the explorer's personal account of his long adventure.

CV

The Art of Survival

Date	Problem	Cabeza's Response
Oct. 1528	Thirst	With other raft survivors adrift in the Gulf of Mexico, Cabeza drank water stored in hollowed-out horse-leg containers.
1529 – 1532	Periodic hunger	As a slave, Cabeza ate what was available, including berries, mollusks, rats, roots, lizards, snakes, and spiders.
1530 – 1532	Distrust	Cabeza befriended his captors and was therefore allowed to serve as a trader among Indian bands living within 150 miles of the Gulf Coast.
1530 – 1535	Communication	Cabeza learned four Indian languages, including Charuccos, plus sign language.
1534	Cold / Despair	Lost and completely naked, Cabeza happened on a smoldering tree that had been struck by lightning. He lit a branch in the dying flames and kept the torch burning as he walked. Each night he huddled in a hole that he'd dug and "around that pit placed four fires like the points of a cross."

Enhanced Version

Document B

Source: Compiled from *The Relación of Alvar Nuñez Cabeza de Vaca*, 1542, the explorer's personal account of his long adventure.

EV

The Art of Survival

Date	Problem	Cabeza's Response
Oct. 1528	Thirst	With other raft survivors adrift in the Gulf of Mexico, Cabeza drank water stored in hollowed-out horse-leg containers.
1529 – 1532	Periodic hunger	As a slave, Cabeza ate what was available, including berries, mollusks, rats, roots, lizards, snakes, and spiders.
1530 – 1532	Distrust	Cabeza befriended his captors and was therefore allowed to serve as a trader among Indian bands living within 150 miles of the Gulf Coast.
1530 – 1535	Communication	Cabeza learned four Indian languages, including Charuccos, plus sign language.
1534	Cold / Despair	Lost and completely naked, Cabeza happened on a smoldering tree that had been struck by lightning. He lit a branch in the dying flames and kept the torch burning as he walked. Each night he huddled in a hole that he'd dug and "around that pit placed four fires like the points of a cross."

Document Analysis

1. Give one example each of how Cabeza dealt with thirst and hunger.

2. How can the ability to speak a language save your life?

3. Besides providing warmth, how might Cabeza's four fires have helped him stay alive?

4. What is the main idea of this document? How does it explain why Cabeza survived?

DOCUMENT ANALYSIS SHEET

_____
(NAME AND DATE)

Document number or letter_____	Source (Where did the document come from?)
Title of Document (if present)	
Date of Docu	**Examine the source**
Primary Source ☐	Possible Author Bias / Point of View
Secondary Source ☐	

After you read over the document, fill in the columns below.

What important facts can I learn from this document?	What inferences can I make from this document?	How does this document help answer the question?
Evidence comes directly from the documents.	Inferences are conclusions reached, based on the evidence.	An Argument summarizes and explains how the evidence answers the

Analytical category (bucket):

Bucket = Sub-Claim

Document Analy

Cabeza de Vaca: How Did He Survive?

DOCUMENT ANALYSIS SHEET

(NAME AND DATE)

B

The Relacion of Cabeza de Vaca

Compiled from Cabeza de Vaca personal account

Date of Document	1542	Author of Document	
Primary Source		Possible Auth	Cabeza de Vaca
Secondary Source	X compiled from primary sources		Was it edited, were things left out?

After you read over the document below.

What important facts can I learn from this document?	What inferences can I make from this document?	How does this document help answer the question?
1) "Cabeza learned 4 languages." (Doc B)	Languages help you to get directions; find food and water; and make friends.	By learning to speak the language of the peoples he encountered, Cabeza learned about how to survive in the land he found himself.
2)	Overall, what is the main idea of the document?	

Analytical category (bucket):

Respect for Native Americans

Docu

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Document number or letter _____	Source: (Where did the document come from?)
Title of Document:	Author:
Date of Document: Primary or Secondary Source (circle one)	Possible Author Bias/ Point of View

FACTS: What important facts can I learn from this document?

Write down one quote from the document that gives you information that helps you answer the question: What were the primary reasons for the fall of Rome?

Your response should be a **full sentence** taken directly from the document. Remember to use quotation marks and to include citation, for example (Doc. A).

_____

_____

Put the quotation above in your own words to explain what it means. Your response should be at least one **full sentence**. Remember to include citation, for example (Doc. A).

_____

_____

INFERENCES: What inferences can I make from the fact above?

From the fact above, what inference can you make? Your response should be at least one **full sentence**.

_____

_____

ARGUMENT: How did this document help answer the question?

From the fact and inference above, how does this information help me answer the question: What were the primary reasons for the fall of Rome? Your response should be at least one **full sentence**.

_____

_____

BUCKET: What analytical bucket does this fact belong in? (Military Mistakes- M, Economic and Civic Decay- D or Political Instability- P)

In the circle to the left mark down the bucket this fact belongs in **M, D or P**

Prepare to Present

- Record one relevant direct quote from the document.

- Explain what the selected quote means (full sentence).

- What bucket does this evidence best fit into? Why?

- How does this evidence help you answer the question, Cabeza de Vaca: How Did He Survive (full sentence)?

The DBQ Project Method

Step 4: Close Analysis

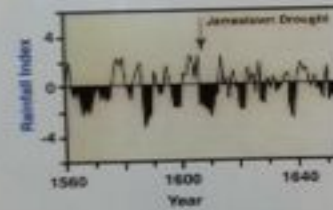*Understanding the Documents*

Guided Practice

Student Collaborative Group Rotations

- Timing target is 10-15 minutes per station.

- Students have a 2-3 minute for a silent read of the doc.

- Forming Habits directions (Doc. Analysis Steps, Sourcing) are displayed at each station.

- Every student completes their own document analysis sheet for every document, every time.

- Multiple stations of the SAME document are set-up   (not a carousel).

- Fostering Discovery directions specific to the document are provided for each document..

- Student led presentation between each document

Cabeza's Trek across Texas and Mexico

Source: Map created from various sources.

T4

Prepare to Present

- Record one relevant direct quote from the document.

- Explain what the selected quote means (full sentence).

- What bucket does this evidence best fit into? Why?

- How does this evidence help you answer the question, Cabeza de Vaca: How Did He Survive (full sentence)?

Bucketing
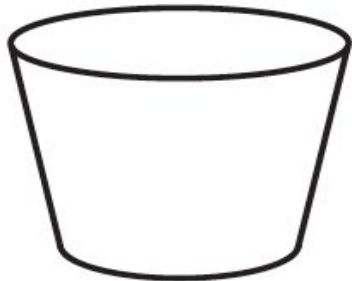
Wilderness Skills
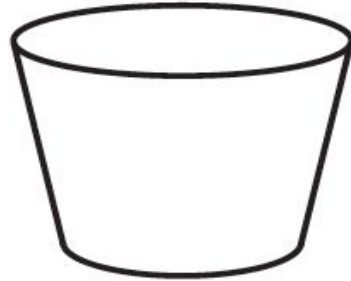
Success as a Healer
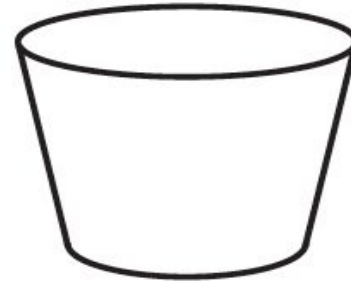
Respect for Native Americans
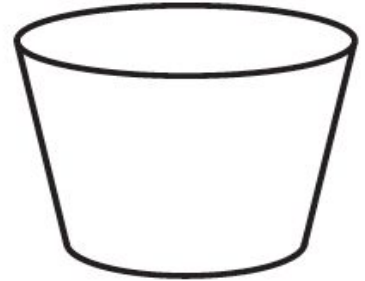
Mystery Bucket

The DBQ Project Method

Step 4: Close Analysis

Understanding the Documents

Independent Practice

Document D

Note: After nearly seven years of captivity and almost two years spent walking west and south, Cabeza made first contact with "shocked" Spaniards near the Gulf of California. He was with his three fellow survivors and a following of hundreds of Indians. These Spaniards were on a slave-catching expedition and were spreading great fear among the Indian groups along the Pacific coast. In this passage, Cabeza refers to these soldiers as "the Christians."

…(W)e suffered many annoyances and great disputes with (the Spaniards), because they wanted to enslave the Indians we brought with us…. The Christians (told the Indians) that we had been lost for a long time, and that we were people of ill fortune and no worth, and that they were the lords of the land whom the Indians were to serve and obey…. The Indians were … not at all convinced…. Some talked … among themselves, saying that the Christians were lying, because we came from where the sun rose, and (the Spaniards) from where it set; and that we cured the sick, and that (the Spaniards) killed those who were well; and that we came naked and barefoot, and they went about dressed and on horses and with lances; and that we did not covet anything but rather, everything (the Indians) gave us we later returned…, and that (the Spaniards) had no other objective but to steal everything they found and did not give anything to anyone.

Prepare to Present

- Record one relevant direct quote from the document.

- Explain what the selected quote means (full sentence).

- What bucket does this evidence best fit into? Why?

- How does this evidence help you answer the question, Cabeza de Vaca: How Did He Survive (full sentence)?
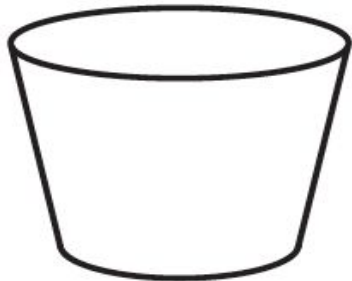
Bucketing

Wilderness Skills   **Success as a Healer**   **Respect for Native Americans**   **Mystery Bucket**
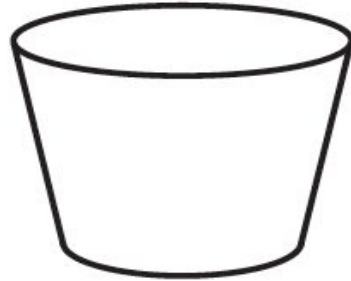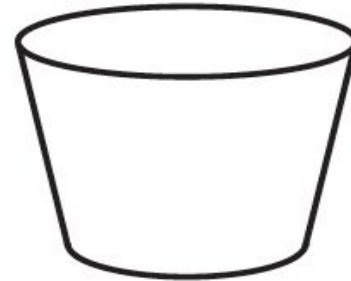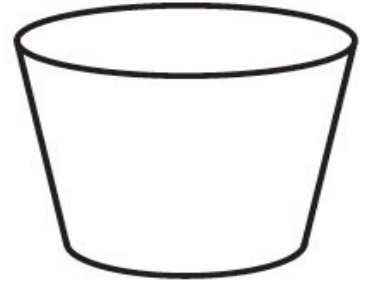
The DBQ Project Method

Step 5: Grouping the documents
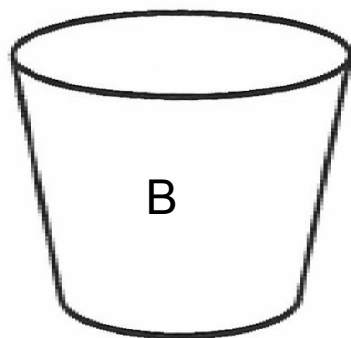
Bucketing
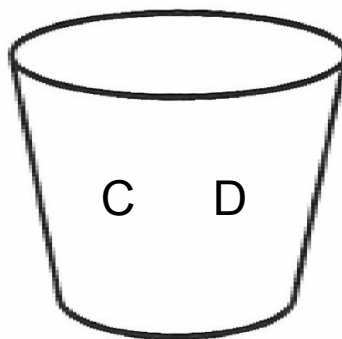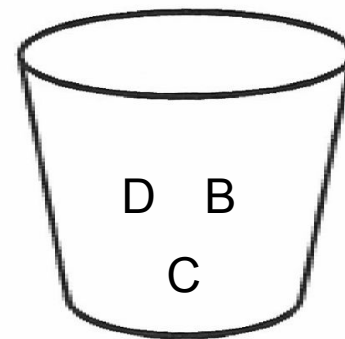
B	C D	D B C
Wilderness Skills	**Success as a Healer**	**Respect for Native Americans**

The DBQ Project Method

Step 5: Grouping the documents

Bucketing – Rank Ordering
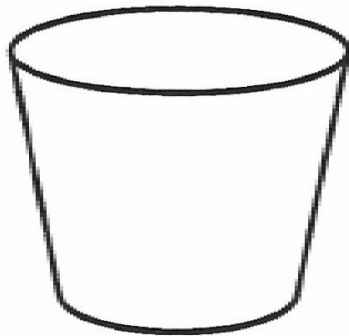
Wilderness Skills
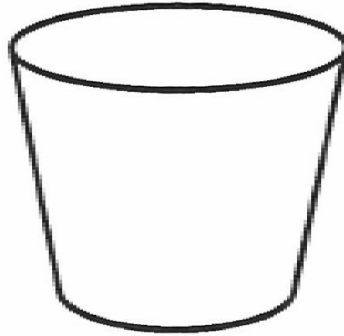
Success as a Healer
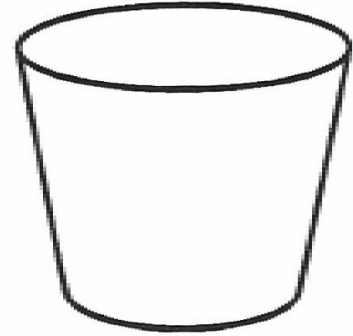
Respect for Native Americans
Most Importantly

Day 4

The DBQ Project Method

Step 6: Writing

From thrash-out to essay
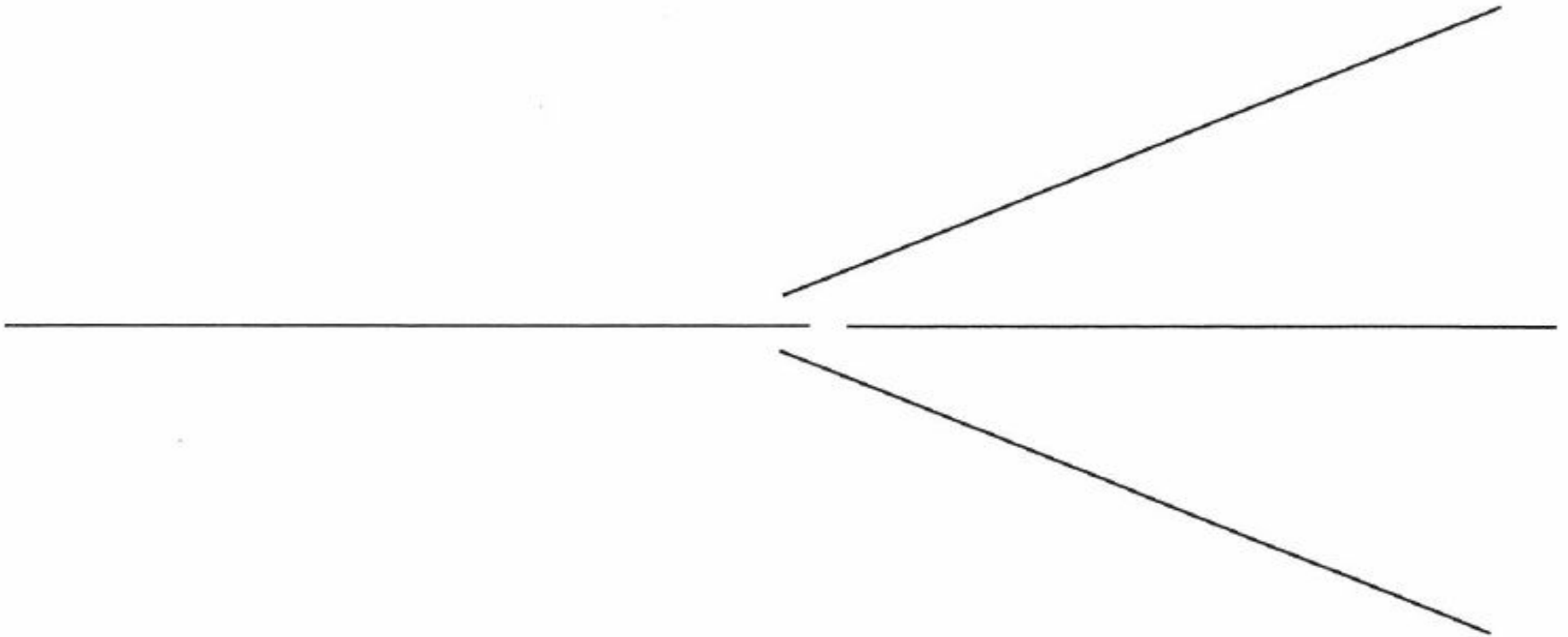
The DBQ Project Method
Step 6: Writing

From thrash-out to essay
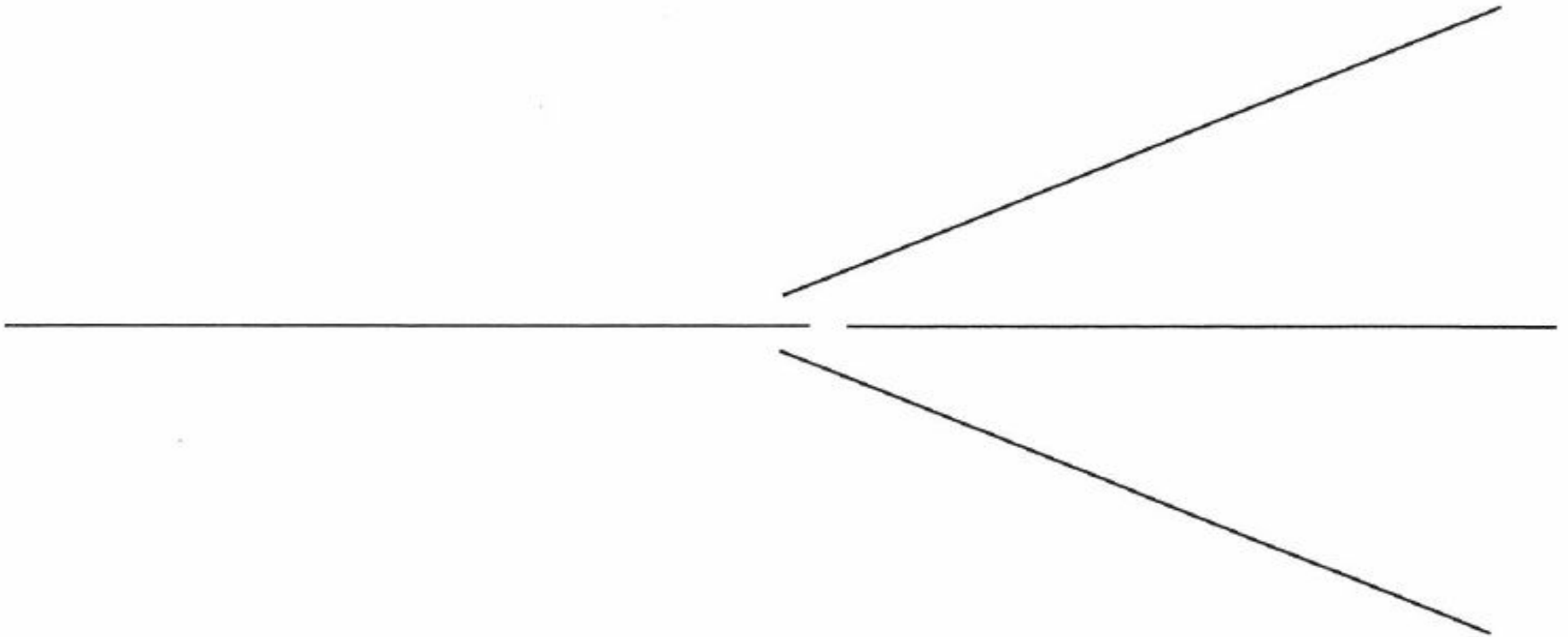
State Your Claim

✓ **Below your restatement of the question or on the back of your index card record your chicken foot as a sentence.**

The DBQ Project Method
Step 6: *From thrash-out to essay*

The DBQ Project Method
Step 6: Writing

The Thrash Out

✓ **Claim** — *State your claim.*

✓ **Evidence** — *State the evidence you have selected to support your claim.*

✓ **Reasoning** — *Explain how your evidence shows how Cabeza de Vaca survived..*

Day 5 Crafting the Essay

Document number or letter	Source: (Where did the document come from?)
Title of Document:	Author:
Date of Document: Primary or Secondary Source (circle one)	Possible Author Bias/ Point of View

Facts/Observations: What important information can I learn from this document?

Write down one direct quote or observation from the document that gives you information that helps you answer the DBQ question.

Remember to use quotation marks and to include citation, for example (Doc. A).

_____

_____

Put the quotation above in your own words to explain what it means. Your response should be at least one **full sentence**. Remember to include citation, for example (Doc. A).

_____

_____

INFERENCES: What inferences can I make from the fact above?

From the fact or observation above, what inference can you make? Your response should be at least one **full sentence**.

_____

_____

ARGUMENT: How does this document help answer the question?

From the fact and inference above, how does this information help me answer the DBQ question? Your response should be at least one **full sentence**.

_____

_____

BUCKET: What analytical bucket does this fact or observation belong in?

Label the bucket this fact or observations belongs?

From Thesis to Essay Writing

Mini-Q Essay Outline Guide

Working Title

Paragraph #1
Grabber

Background

Stating the question with key terms defined

Thesis and roadmap

Paragraph #2
Baby Thesis for bucket one

Evidence: supporting detail from documents with document citation

Argument: connecting evidence to the thesis

Paragraph #3
Baby Thesis for bucket two

Evidence

Argument

Paragraph #4
Baby Thesis for bucket three

Evidence

Argument

Paragraph #5
Conclusion: Restatement of main idea along with possible insight or wrinkle

Rainbow Highlighting

Background Information

Claim Statement (Thesis)

Sub-claims

Evidence

Citation

Argument (Reasoning)

Mini-Q Sample Essay: Higher Proficiency
Cabeza de Vaca: How Did He Survive?

The odds were not good. There was Cabeza de Vaca, washed up on the beach of east Texas with no food, no clothes, winter coming on, and Mexico City a thousand miles away. Cabeza was one of the few survivors of a Spanish expedition to the unexplored region of Florida. Soon the number of men still alive would be only four. The question was, how would Cabeza and his three fellow survivors escape their slave condition and get to Mexico City alive? It took a combination of luck and good decisions, but there were three main reasons they made it home: wilderness skills, healing powers, and good relations with the Native Americans.

Cabeza's ability to survive in the dry wilderness of east Texas and northern Mexico was remarkable. First, he was able to eat just about anything. At times he lived only off the fruit of the prickly-pear cactus (Doc B). At other times he ate rats, roots, and even spiders (Doc B). Second, Cabeza knew how to battle the cold by digging a hole and building fires all around (Doc B). He also was smart about languages. Between him and his friends, they spoke six languages and were also able to sign (Doc B). Put all these wilderness skills together and you can see he survived because he was able to deal with hunger and cold temperatures, and have little talks with nervous Indians so they wouldn't kill him.

Besides wilderness skills, Cabeza and his friends survived because they were healers. The Indians must have suffered from many diseases and injuries. Cabeza tried to help. At one point in northern Mexico, a man was brought to him with an arrow point in his chest. Cabeza used his knife to cut out the point, and he used a deer bone to stitch up the wound (Doc C). The man survived and Cabeza and his friends became something like rock stars. Indian people began to escort the men as they continued their long journey home. The power of healing helped Cabeza survive because they were regarded as gods. They were given food and helped along the way. Without the power to heal, the men might have been left alone, unprotected.

A final key to Cabeza's survival is that he and his friends really cared about the Indians. Cabeza saw the Indians as human beings just like himself. He was angry at the first Spaniards they met, who were on an expedition to catch and enslave Indians. The Indians stood up for Cabeza and appreciated that he gave away his possessions and did not steal, and that he went barefoot and needed little, just like them (Doc D). Cabeza's attitude toward Native Americans helped him survive because he was making friends, not enemies, all across northern Mexico. There is no better way to survive than to be surrounded by people who have your back.

Wilderness skills, healing powers, friendship towards the Native Americans – all these things helped Cabeza get to Mexico City alive. Certainly he also needed some luck along the way. For example, he could easily have been lost at sea on his raft or lost the flame from his torch on a cold desert night. But Cabeza was more than lucky. He had big-time skills and an even bigger heart.

Basic Core	Points			Expanded Core	Points		
	Total Possible points	Self- Score	Teacher Score	**Expands beyond Basic Core 1-19. Students must achieve a basic score of 19 before earning ANY expanded core points. The maximum number of expanded core points is limited to a max of 3 points.**	Total Possible Points	Self- Score	Teacher Score
Introduction					3		
Engages the reader with a **relevant** Hook or Grabber (for example: explains there is a difference in opinion about the answer to the question and/or why the question is important)	1			Examples:			
Incorporates **relevant** background knowledge (minimum of 2 – 3 sentences including *time, place & story* or *5Ws*)	1			• Has a clear, analytical and comprehensive thesis			
Has acceptable thesis (claim statement) with road map	1						
Body Paragraphs				• Addresses all parts of the question thoroughly			
Analyzes and organizes documents in at least 3 groups	1						
Uses all documents **(in Mini-Q)** Uses majority of documents **(in DBQ)**	1			• Uses all or almost all of the documents (DBQ)			
Evaluates source (attribution, POV, tone or intent, reliability)	1						
Document Reference citations (DOC A)	1			• Shows understanding of nuances in documents			
1st Body Paragraph							
Relates sub-claim statement to the thesis	1						
Provides relevant evidence from documents to support sub-claim	1			• Analyzes point of view in four or more documents			
Makes an inference and/or argument that explains how the evidence supports the sub-claim	1						
2nd Body Paragraph				• Analyzes documents in other ways with additional groupings			
Relates sub-claim statement to the thesis	1						
Provides relevant evidence from documents to support sub-claim	1			• Brings extensive and relevant "outside" historical information			
Makes an inference and/or argument that explains how the evidence taken from the document supports the sub-claim	1						
3rd Body Paragraph				• States a counter-claim or alternate claim (although or however statement)			
Relates sub-claim statement to the thesis	1						
Provides relevant evidence from documents to support sub-claim	1						
Makes an inference and/or argument that explains how the evidence taken from the document supports the sub-claim	1						
Conclusion							
Restates thesis (claim) using different words	1						
Clinches argument	1						
Conventions							
Grammar, spelling & neatness	1						
Subtotal	19				3		
Total	22						

Day 6 Crafting the Essay

From Thesis to Essay Writing

Mini-Q Essay Outline Guide

Working Title

Paragraph #1
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Paragraph #3
Baby Thesis for bucket two

Evidence

Argument

Paragraph #4
Baby Thesis for bucket three

Evidence

Argument

Paragraph #5
Conclusion: Restatement of main idea along with possible insight or wrinkle

Rainbow Highlighting

Background Information

Claim Statement (Thesis)

Sub-claims

Evidence

Citation

Argument (Reasoning)

Document Based Question Self-Scoring Guide (3 Bucket Essay)
Score Scale 0-22 points

Basic Core	Points			Expanded Core	Points		
	Total Possible points	Self- Score	Teacher Score	**Expands beyond Basic Core 1-19. Students must achieve a basic score of 19 before earning ANY expanded core points. The maximum number of expanded core points is limited to a max of 3 points.**	Total Possible Points	Self- Score	Teacher Score
Introduction					3		
Engages the reader with a **relevant** Hook or Grabber (for example: explains there is a difference in opinion about the answer to the question and/or why the question is important)	1			Examples:			
Incorporates **relevant** background knowledge (minimum of 2 – 3 sentences including *time, place & story* or *5Ws*)	1			• Has a clear, analytical and comprehensive thesis			
Has acceptable thesis (claim statement) with road map	1						
Body Paragraphs				• Addresses all parts of the question thoroughly			
Analyzes and organizes documents in at least 3 groups	1						
Uses all documents **(in Mini-Q)** Uses majority of documents **(in DBQ)**	1			• Uses all or almost all of the documents (DBQ)			
Evaluates source (attribution, POV, tone or intent, reliability)	1						
Document Reference citations (DOC A)	1			• Shows understanding of nuances in documents			
1st Body Paragraph							
Relates sub-claim statement to the thesis	1			• Analyzes point of view in four or more documents			
Provides relevant evidence from documents to support sub-claim	1						
Makes an inference and/or argument that explains how the evidence supports the sub-claim	1			• Analyzes documents in other ways with additional groupings			
2nd Body Paragraph							
Relates sub-claim statement to the thesis	1			• Brings extensive and relevant "outside" historical information			
Provides relevant evidence from documents to support sub-claim	1						
Makes an inference and/or argument that explains how the evidence taken from the document supports the sub-claim	1			• States a counter-claim or alternate claim (although or however statement)			
3rd Body Paragraph							
Relates sub-claim statement to the thesis	1						
Provides relevant evidence from documents to support sub-claim	1						
Makes an inference and/or argument that explains how the evidence taken from the document supports the sub-claim	1						
Conclusion							
Restates thesis (claim) using different words	1						
Clinches argument	1						
Conventions							
Grammar, spelling & neatness	1						
Subtotal	19				3		
Total	22						

DBQ Class Score Sheet (3 bucket essay)

		Basic Core																		Exp. Core	
		Introduction			Body Paragraphs													Conclusion		Conventions		
		1	1	1	1	1	1	1	0-3			0-3			0-3			1	1	1	3	19
		Grabber	Background Knowledge	thesis (claim) with roadmap	Organized documents into 3 or more groups	Uses appropriate number of documents	Evaluation of Source	Document citations	Sub-claim Statements (1 per paragraph)			Evidence (1 per paragraph)			Argument beyond claim statement (1 per paragraph)			Restate Thesis	Clinches argument	Neatness, Spelling Grammar	Expanded Core Pts.	Total
	Student Names								P1	P2	P3	P1	P2	P3	P1	P2	P3					
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25																						
Class Average																						

Sample Scale for 1st DBQ

0-3 F

4-5 D

6-8 C

9-12 B

13+

The DBQ Project

Contact me I can help…

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