

NYC SS Performance Task DBQ How-To Guide

Preparation Step 1:

Create heterogeneous conferencing partnerships.

Preparation Step 2:

Schedule conferencing partnerships (or small groups) so that every student has the opportunity to work with the teacher at least once per week.

Week 1: Document Analysis

Conferencing groups will examine 1 document with the support of the teacher. Students will be supported in breaking down the document and responding to the questions using these steps:

1) Read the question

- Decode/ pronounce words carefully
- Understand
 - Identify unknown words
 - What does “author’s claim” mean? → CHART IT!
 - Annotate the text (especially as you learn new words)
 - Word Wall (specific to performance task)
- Explain what information you need to gather when reading the doc
- How to answer the question (restate the question in your answer)

2) Study the format of PAGE

(Genre Exposure: “what do you observe about what this page looks like?”)

- Document #
- Background info
 - Primary versus secondary source identification
- Lines on top and below the actual document
- Types of documents:
 - Graphic (charts, diagrams, maps)
 - Pictures (photographs)
 - Text (excerpts from books, speeches, etc.)
- After double lines = source (double check whether it’s primary or secondary)
- 2 Questions

3) Read the document

- Identify what a document excerpt is (and how to identify where the document “starts and ends”)
- Identify unknown words and annotate the text (so you remember what the words mean)
- Find the information that you know you need to find based on the task and underline it (annotate the text as you read!)
- Format of text (interpretation of common symbols): italics, brackets, ellipses
- Graphics (interpretation of): charts, maps, photos

4) Answer the questions using complete sentences.

**** PLEASE SEE THE FOLLOWING PAGES FOR A TEMPLATE
AND A SAMPLE CREATED USING THE TEMPLATE ****

**NYC SS Performance Task
DBQ How-To Guide**

Measures of Student Learning Social Studies Performance Assessment

Topic: WORD (TIME PERIOD)

Theme: PHRASE

Background: A PARAGRAPH

Inquiry Question: THE QUESTION THAT STUDENTS WILL ANSWER IN THEIR
HISTORICAL ARGUMENTATIVE ESSAY

Part I.A

(Suggested time: 30 minutes)

Directions: Review and read each of the following documents numbered 1 through 5. After each document, answer the questions using the space provided.

- Remember to read and analyze the document carefully so that you can cite specific text-based evidence to support your answer.
- Write your answer in complete sentences.
- Words in brackets are added to help you understand what you are reading.

NYC SS Performance Task

DBQ How-To Guide

Document # _____

[DIRECTIONS: INSERT BACKGROUND INFORMATION HERE IN NORMAL FONT – USE THE EXAMPLES BELOW WHEN YOU WRITE THE BACKGROUND FOR YOUR DOCUMENTS]

- The population of the cities in the United States grew a great deal during the latter half of the 1800s into the 1900s as immigrants came to the United States and people moved to the cities in search of jobs created by the expansion of industry.
- The next document is an excerpt from a book written by Upton Sinclair. He and other writers were known as *muckrakers*—they wrote about problems that they noticed in the society.
- Andrew Carnegie founded Carnegie Steel, which in 1900 was the largest producer of steel in the world. In addition to his success in the business world, Carnegie was also a philanthropist who donated money to charitable causes. This document is an excerpt from an essay he wrote.

[DIRECTIONS INSET TEXT, A PICTURE, A GRAPH, A CHART, ETC.]

“Text excerpt “in quotes” ... include ellipses... [and brackets] to help students get used to see these features and [help them]... navigate their reading for understanding...”

Source: [DIRECTIONS INCLUDE SOURCE INFORMATION HERE – SEE EXAMPLE]

Sinclair, Upton. *The Jungle*. New York: Doubleday, Page & Company, 1906, pp. 343.

1) What claim about **[THEME]** can be made from this document? **OR** What is the author's claim about **[THEME]**?

2) What evidence in the document support this claim?

NYC SS Performance Task
DBQ How-To Guide

Measures of Student Learning

Social Studies

Performance Assessment

Topic: Power & Conflict

Background: Conflict results when one person or a group of people does not want to give up power to another group or individual. Power is the ability to get someone to think or feel or act in a way that he or she would not have done on his or her own. The use of power is not inherently negative or wrong. It can be used to help as well as to control others. Like power, conflict can have both positive and negative effects. Many historians argue that without conflict, there can be no progress. The causes of conflict are usually the same, regardless of what groups of people are involved or during what time period the conflict happens.

Inquiry Question: What causes conflict among groups of people?

Part I.A

(Suggested time: 30 minutes)

Directions: Review and read each of the following documents numbered 1 through 5. After each document, answer the questions using the space provided.

- Remember to read and analyze the document carefully so that you can cite specific text-based evidence to support your answer.
- Write your answer in complete sentences.
- Words in brackets are added to help you understand what you are reading.

NYC SS Performance Task

DBQ How-To Guide

Document # 1

Below is an excerpt from a speech given by US President Franklin Delano Roosevelt on Monday, December 8th, 1941, after the Japanese bombing of Pearl Harbor asking for a declaration of war.

"Yesterday, December 7th, 1941 - a date which will live in infamy - the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that nation, and, at the solicitation [request] of Japan, was still in conversation with its government and its Emperor looking toward the maintenance of peace in the Pacific.

Indeed, one hour after Japanese air squadrons had commenced [begun] bombing in the American island of Oahu, the Japanese Ambassador to the United States and his colleague delivered to our Secretary of State... no threat or hint of war or of armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately [purposefully] planned During the intervening [in the middle] time the Japanese Government has deliberately sought to deceive [trick] the United States by false statements and expressions of hope for continued peace."

Source: President Franklin D. Roosevelt speech - December 8, 1941

1) What is the author's claim about the causes of conflict in this document?

2) What evidence in the document supports this claim?

NYC SS Performance Task

DBQ How-To Guide

Week 2: Document Organization

Conferencing groups will examine multiple documents with the support of the teacher. Students will be supported using these steps:

1) Identify primary and secondary sources

- Read the background information about each document (before the document/excerpt)
- Find the source of the document (right after the document/excerpt in small font)
- Identify what type of source it is: primary or secondary

2) Re-read the cover page background information

- ... to get an understanding of the theme that connects all of the documents

3) Restate the author's claim about the topic/ theme in the document

- (Read over your answer to question 1 “*what claim is the author/ writer/ speaker making about _____ in the document?*” for each document)

4) Identify which other documents agree and which documents disagree with the different perspectives presented in the documents

- Compare and Contrast the claims of the different authors
- Determine which claims are similar and which claims are different
- Organize your ideas into a chart that works for you
- Students should be encouraged to create their own organizers, but here is a sample:

<i>Claims</i>	<i>Supporting documents</i>	<i>Not supporting documents</i>
<i>Rivers are bad</i>	<i>Documents 1, 3, 4, 6</i>	<i>Documents 2, 5</i>
<i>Rivers are good</i>	<i>Documents 2, 5</i>	<i>Documents 1, 3, 4, 6</i>

4) Organize all of this information into the Performance Task Table:

Directions: Use the chart below to plan the ways in which you will analyze the topic across several primary and secondary sources for your essay. You will be assessed on the completion of the chart. (See example below for guidance.)

- **Source type:** Identify whether the document is a primary or secondary source.
- **Claim:** What position does the author present in the document?
- **Agree:** Indicate which other documents agree with the identified claim.
- **Disagree:** Indicate which other documents disagree with the identified claim.

Document	Source Type	Claim	Agree	Disagree
Document 1				
Document 2				

NYC SS Performance Task

DBQ How-To Guide

Week 3: Document Synthesis & Communication

The DBQ Essay

1) Find mentor texts for students to see as examples of strong historical argumentative essays

- Break down the essays with students
(SEE FOLLOWING PAGES FOR SAMPLE ESSAYS)
- Use Genre Exposure questions like these when studying the sample essays:
 - **Audience:** Whom is the author (the student) writing for? What characteristics is this audience looking for in this author's writing?
 - **Author:** What is the author trying to do? How do you know? Are they successful? Why do you think this?
 - **Text:** how is the text structured/ formatted? How does this help it achieve the author's intention or purpose? Does it meet the needs of the audience? What would you change about the text if you were the author?

Skills to be explicitly taught

- Making a thoughtful claim
- Clearly identifying the counterclaim
- Using accurate and relevant historical evidence (from the documents and from outside information/ prior knowledge) to enhance your claim
- Integrating information/ quotations/ details from all of the documents to support your claim and address the counterclaim
- Citation of documents
- Making connections between documents (using comparative language)

Sample Essay: A

Argument clearly and specifically answers prompt

→ Geography can help civilizations develop because it forces them to live together and share resources. Living close to each other makes trading easier, and the limited resources makes them learn how to make the most of the land.

Introduces documents and identifies source type.

Civilizations developed in river valleys like the Huang He River in China, the Indus River in Pakistan, the Nile River in Egypt, and the Tigris-Euphrates River in Mesopotamia. This is because people needed fresh water to drink and plant crops.

Provides additional historical detail to support claim

→ Document 3 comes from a book written in 1876 called *Ancient Egypt* by Richard Mayde, and talks about how the area around the Nile River is "the only habitable part of Egypt." As the primary source map of Northeast Africa shows (Document 1), most people live near the Nile River. This is because it is difficult to live in the Sahara Desert, due to the lack of water. When many people live together, cities can form, which speeds the development of civilizations. The Egyptians were also able to use the river to make papyrus, which they used to write down mathematics and science and other things, which helped spread learning and the development of civilization.

NYC SS Performance Task

DBQ How-To Guide

Document 5 is a secondary source section from *Life in Ancient Egypt*, written in 1894. The authors argue that one reason ancient Egypt became an empire was due to the "wealth which yearly accrues to the country from the produce of the soil." They also say that "agriculture is the foundation of Egyptian civilisation". This is because the river would flood and give nutrients to the soil to make it fertile, which is the ability to grow things. They also had to use irrigation in their fields to take

Uses quotation and specific evidence and explanation to support claim

advantage of the river's water. Because it was easy to grow crops by the river, Egypt was able to support bigger populations, and that would help them trade with other cultures. This helped the civilization develop.

Sometimes, however, the geography can hurt the development of civilizations.

Addresses counterclaim and provides specific evidence.

Document 4, another secondary source written in a magazine in 1890, talks about the destructive power of the Huang He River, also called the Yellow River. The author talks about how the river would flood the plain of Eastern China, and carry "death to millions of people and destruction to thousands of square miles of fertile land". This earned the river its nickname, "China's Sorrow". But people still needed to gather near the river in order to take advantage of the good soil, so even though the river would occasionally flood, it still helped civilizations develop.

Makes connections between documents.

Document 2 is another example of how geography can hurt the development of civilizations. The document is a secondary source from a book called *The Indian Empire* by William W. Hunter, and it talks about how the rivers in the Indus River Valley in Pakistan would sometimes cause "terrible calamities". The rivers would shift over time, and could sometimes tear cities down. But the cities developed next to the river in the first place because they needed the water for the crops. So even though the rivers can be destructive, overall they help feed larger populations.

All documents are used

Conclusion restates claim.

To conclude, sometimes natural disasters can make it difficult for civilizations to develop. But mostly geography helps civilizations develop because it gathers people together and makes them work together to gather resources.

NYC SS Performance Task

DBQ How-To Guide

Argument clearly and specifically answers prompt.

Sample Essay: B

Although geography can help civilizations, its destructive power and harsh terrain usually hurts the development of civilization.

Uses quotation and specific evidence and explanation to support claim

As Document 2 shows, rivers can be really destructive. The excerpt is from a book about India, called *The Indian Empire: Its History, People, and Products*. The author, Hunter William, talks about how the rivers could change course over time, which would leave them deserted, or sometime wash the cities away. The author says that yearly floods would "sweep off cattle and grains stores and the thatched cottages." This frequent destruction would definitely make the development of a civilization more difficult because the people would have to keep rebuilding their cities.

Introduces documents and identifies source type.

Document 4 also talks about terrible floods. The document is a secondary source and taken from *The Century Illustrated Monthly Magazine*. It was written in 1890. It talks about the terrible destruction of the Huang He River, which is also known as the Yellow River. According to the author, the river "carries death to millions of people and destruction to thousands of square miles of fertile land." It was so bad that the river also became known as "China's Sorrow." This is another example of how geography hurts the development of civilizations. When people move closer to the rivers to get water, the rivers destroy the cities they build.

Compares documents and makes connections

Shows insight in argument

The population map of Northeast Africa (document 1) is another good example of how geography hurts civilization. Most of the population lives near the river because so much of the geography is desert. The people are forced to live in small areas because they cannot farm in the desert. If there was more land to farm, the civilizations would be able to grow more food and make more money. They also would not have to worry about the rivers flooding, because they could live far from the rivers.

Uses all documents.

NYC SS Performance Task

DBQ How-To Guide

Address counterclaim and supports with evidence.

Geography can sometimes help civilizations develop. Document 3, a secondary source, talks about how the Nile River Valley helped the Egyptian civilization develop. According to the author of *Ancient Egypt*, flooding was a good thing for the Egyptian civilization because it improved the soil. Document 5 has a similar argument. It's from another secondary source called *Life in Ancient Egypt*, published in 1894. The author talks about how the farming in Egypt made the Egyptians rich. But the Egyptians had to work hard to take advantage of the flooding. They had to create irrigation to route the water to the fields. If the climate and soil had made it easier to farm, they would not have had to struggle so hard to develop.

Conclusion restates claim.

In conclusion, though geography does give people some resources, the harsh terrain and weather of the world make it more difficult for civilizations to develop.

Argument clearly and specifically answers the prompt.

Sample Essay: C

Geography helps the development of civilizations. Even though civilizations can suffer natural disasters because of their geography, the location of resources, like the water from a river, brings people together to trade and farm, which allows civilizations to flourish.

Historical information and concepts are accurate and relevant.

Before humans learned to farm and domesticate animals they wandered the land as nomads. But when they discovered agriculture they moved to places with good soil, like the areas around rivers. Document 1 shows a population density map of Egypt, and shows that most people live near the Nile River. Document 3 says that the people live there because it is the only place in the country that has water, and farmers need water for their crops. The Nile River brought people together so they could trade goods and exchange ideas, which helped civilizations, develop, and the river allowed them to grow more food for more people.

Counterclaim is presented.

The geography was not always good. Document 4 talks about the Huang He River in China, and shows that the flooding of the river was harmful to civilization because it ruined the soil. Document 2 also says that the rivers would change over time, and wash away villages. So even though it brought people together, it could also bring destruction. But even after these disasters, the people could still rebuild their cities, and build them better.

Counterclaim is supported by evidence from documents.

NYC SS Performance Task

DBQ How-To Guide

All documents are used.

The Egyptians learned to take advantage of the flooding. Document 5 shows that the Egyptians became wealthy because they learned to use irrigation to help the flooding water their crops. They could grow more crops and make more money. This helps civilization develop because the farms can support larger populations, and they can do more trading with other people. The more farming the civilization can do, the wealthier they become, which allows the civilizations to develop. And the rivers would give the people access to the sea, which made possible trading with other civilizations from far away.

Accurate and relevant historical concepts demonstrate insightful understanding of topic

In conclusion, even though geography can hurt villages and cities, it helps civilization develop because it forces people to live closer together and overcome challenges together. They can grow more food and support more people, a large improvement over nomadic times.

Sample Essay: D

Rivers are a very important part of a country's geography. Some rivers are the Nile River in Egypt, the Indus River in Pakistan, and the Huang He River in China. These rivers helped civilizations grow.

Supporting evidence is clearly organized.

Rivers helped farmers to grow food. "It was the source of food" says Richard Mayde in Document 3. Document 5, a book called *Life in Ancient Egypt*, says the same thing. "It is the Nile which supplies all [people] with nourishment and food." Both documents argue that rivers make the ground good for growing crops.

Thesis clearly answers the prompt.

Without the Nile, Egypt would not be a good place to live. The map in Document 1 shows that people don't live anywhere but next to the river. That part of the country is red and the rest of it is white! Document 3 supports the map. Besides the river there's only desert in Egypt. There is no rain, and so the river is the only source of fresh water.

Evidence is explained to support claim.

Some people might think rivers are bad but they are wrong. Documents 2 and 4 think that rivers hurt people. Document 2 is from a book about India and Pakistan. It says that rivers flood cities and wash away animals and houses. In Document 4 it states that the river in China kills "millions of people." But even if rivers sometimes hurt people, most of the time they help. Without a river, there wouldn't even be any crops or houses to wash away.

All documents are used.

Counterclaim is clearly stated, and refuted.

My conclusion is that rivers are important because they help people grow food. Without a supply of food, societies couldn't grow.

Conclusion does not follow the full argument presented, only one claim.

NYC SS Performance Task

DBQ How-To Guide

Student Samples Evaluated

Student A:

Grade Level	6	Task Title	Does geography help or hurt the development of civilizations?
Rubric Traits	Anchor Score	Commentary - Rationale	
Argument and Organization	4	An insightful argument is introduced, and clearly answers the prompt. Supporting claims, reasons, and evidence are logically organized.	
Counterclaim	4	The difference between the claim and the counterclaim is clearly presented. Counterclaim is specifically addressed and one of its strong points, flooding, is used to support the claim (provides nutrients to the soil).	
Documents: Using Documents	4	Uses all documents. Accurately credits all quotations and information.	
Documents: Primary & Secondary Sources		*Student responses in Part I.A (Document Analysis) and Part I.B (Document Integration) should also be taken into consideration when scoring this rubric trait.	
Documents: Comparing Documents	3	Information from more than one document is used to support a claim. The score is not a 4 because connections are not made by comparing information or type of documents.	
Evidentiary Support	4	Evidence (specific information and quotations from documents) is consistently and accurately explained to support a claim.	
Historical Information and Concepts	4	Accurate and relevant historical information and/or concepts are included and demonstrate an insightful understanding of the topic.	

Student B:

Argument and Organization	3	An insightful argument is introduced, and clearly answers the prompt. Supporting claims, reasons, and evidence are logically organized. However, all of the paragraphs start with an introduction of the document and a brief main idea. While this is a consistent organizational structure, it does not deeply develop the argument or fluidly link evidence, reasons and claims.
Counterclaim	4	The difference between the claim and the counterclaim is clearly presented. Counterclaim is specifically addressed and thoughtfully countered (needed to create irrigation to take advantage of improved soil).
Documents: Using Documents	4	Uses all documents. Accurately credits all quotations and information.
Documents: Primary & Secondary Sources		*Student responses in Part I.A (Document Analysis) and Part I.B (Document Integration) should also be taken into consideration when scoring this rubric trait.
Documents: Comparing Documents	3	Information from more than one document is used to support a claim, and some documents are linked to one another ("The population map of Northeast Africa [document 1] is another good example of how geography hurts civilization"). However, that connection is not deeply established.
Evidentiary Support	4	Evidence (specific information and quotations from documents) is consistently and accurately explained to support a claim. In addition, at times the student contextualizes the document, by providing further historical information on the topic.
Historical Information and Concepts	4	Accurate and relevant historical information and/or concepts are included and demonstrate an insightful understanding of the topic.

NYC SS Performance Task

DBQ How-To Guide

Student C:

Argument and Organization	3	An insightful argument is introduced, and clearly answers the prompt. Supporting claims, reasons, and evidence are logically organized. However, the treatment of the topic is more descriptive than argumentative.
Counterclaim	3	The difference between the claim and the counterclaim is clearly presented. Counterclaim is specifically addressed and backed up with evidence from documents.
Documents: Using Documents	3	Uses all documents. Accurately credits all quotations and information.
Documents: Primary & Secondary Sources		*Student responses in Part I.A (Document Analysis) and Part I.B (Document Integration) should also be taken into consideration when scoring this rubric trait.
Documents: Comparing Documents	2	Information from more than one document is used to support a claim. The score is not a 3 because connections are not made by comparing information or type of documents.
Evidentiary Support	3	Evidence (specific information and quotations from documents) is consistently and accurately explained to support a claim.
Historical Information and Concepts	3	Accurate and relevant historical information and/or concepts are included and demonstrate an insightful understanding of the topic.

Student D:

Argument and Organization	2.5	The thesis fully answers the prompt ("These rivers helped civilizations grow."), though it could be more specific and insightful. Supporting claims, reasons and evidence are logically organized, with two body paragraphs on the benefits of rivers and one on the counterclaim.
Counterclaim	3	The difference between a claim and a counterclaim is clearly presented, and the counterclaim is refuted ("Some people might think rivers are bad but they are wrong... But even if rivers sometimes hurt people, most of the time they help.")
Documents: Using Documents	3	Essay uses all documents. The essay accurately credits most quotations and information.
Documents: Primary & Secondary Sources		*Student responses in Part I.A (Document Analysis) and Part I.B (Document Integration) should also be taken into consideration when scoring this rubric trait.
Documents: Comparing Documents	2.5	In the essay, connections are made by comparing document information. ("Document 3 supports the map.") However, the type of document is not compared or analyzed.
Evidentiary Support	2.5	Evidence is explained to support a claim most of the time (i.e., "Document 5, a book called <i>Life in Ancient Egypt</i> , says the same thing. 'It is the Nile which supplies all [people] with nourishment and food.' Both documents argue that rivers make the ground good for growing crops."), though sometimes evidence is not fully explained.
Historical Information and Concepts	2	Accurate and relevant historical information and concepts are included and demonstrate an understanding of the topic. (i.e., "Besides the river there's only desert in Egypt. There is no rain, and so the river is the only source of fresh water.")