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This 8-page, common-core aligned DBQ (Document Based Question) will help students analyze the causes of the Cold War. Students will analyze several primary sources including famous

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speeches, political cartoons, maps and charts. Using evidence from the primary sources, students will then be asked to...

~~40+ DBQ for Social Studies ideas | dbq, social studies ...~~

"The Cactus" - Low Intermediate. 10 questions. Under 400 words.

"Space Exploration Voyagers 1 and 2" - Mid Intermediate. 10

questions. Under 400 words. "Television" - Mid Intermediate. 10

questions. Under 400 words. "Hibernation and Estivation" - Mid

Intermediate. 10 questions. Under 400 words. "Marco Polo" - Mid

Intermediate. 10 questions. Under 400 words.

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Class Discussion Cornell Notes Current Event Report Altar Photo
Exhibit Dia de los Muertos Altar Project

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~~Document Based Questions (DBQs)~~

Tenth Grade CCR.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RL. 10.2 Determine the theme(s) or central idea(s) of a text and analyze in detail its development over the course of the text, including how details of a text interact and build on one

~~Mississippi College and Career Readiness Standards for ...~~

Sample 10th Grade Global History Online Lesson on the Rwandan Genocide. Developed by Alan Singer, director of social studies education at Hofstra University, Hempstead, NY.

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In recent years, a change has been made in the education field to move away from tests, which merely measure memorization. As a result, critical thinking assessments have emerged, mainly in the form of essays. The overall action research question of this study addressed whether enabling 10th grade Social Studies students to create authentic Document- Based Essay Questions be the catalyst for higher student achievement and a more positive attitude towards completing Social Studies DBQs. An authentic assignment was given to students designed to assess their ability to apply standard-driven knowledge and skills to real-world challenges. The literature review contains research articles that have examined the authenticity of DBQs and how creating authentic tasks can lead to

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greater conceptual understanding and student achievement in a high school social studies setting. The methodology devised for this research project was firmly grounded in the criticism and suggestions of Grant et al. (2005) with regards to the Regents Document Based Question and the Create-Your-Own DBQ activity of Kotzin (2001).

Enhances the world history curriculum through analysis of primary and secondary sources. Features 23 new and revised document-based questions covering significant eras. Teacher support includes scoring rubric and tips for implementation.

Like Amy Benjamin's other books, this one is easy to read and simple to implement. It demonstrates that you can manage the

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complexities of differentiated instruction – and save time -- by using technology as you teach. It showcases classroom-tested activities and strategies which are easy to apply in your own classroom.

This resource book is designed to assist teachers in implementing California's history-social science framework at the 10th grade level. The models support implementation at the local level and may be used to plan topics and select resources for professional development and preservice education. This document provides a link between the framework's course descriptions and teachers' lesson plans by suggesting substantive resources and instructional strategies to be used in conjunction with textbooks and supplementary materials. The resource book is divided into eight

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units: (1) "Unresolved Problems of the Modern World"; (2) "Connecting with Past Learnings: The Rise of Democratic Ideas"; (3) "The Industrial Revolution"; (4) "The Rise of Imperialism and Colonialism: A Case Study of India"; (5) "World War I and Its Consequences"; (6) "Totalitarianism in the Modern World: Nazi Germany and Stalinist Russia"; (7) "World War II: Its Causes and Consequences"; and (8) "Nationalism in the Contemporary World." Each unit contains references. (EH)

A guide to using document-based questions to teach middle school students about American history that explains how to help students analyze a wide variety of visual and graphic sources.

Real-world questions with clear answers regarding educational

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topics such as grading, instruction, and best practices to ensure success for all students.

Measuring History complements the cases presented in *Wise Social Studies Practices* (Yeager & Davis, 2005). Yeager and Davis highlight the rich and ambitious teaching that can occur in the broad context of state-level testing. In this book, the chapter authors and I bring the particular state history tests more to the fore and examine how teachers are responding to them. At the heart of *Measuring History* are cases of classroom teachers in seven states (Florida, Kentucky, Michigan, New York, Texas, Mississippi, and Virginia) where new social studies standards and new, and generally high-stakes, state-level history tests are prominent. In these chapters, the authors describe and analyze the state's testing efforts and how

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those efforts are being interpreted in the context of classroom practice. The results both support and challenge prevailing views on the efficacy of testing as a vehicle for educational reform. Catherine Horn (University of Houston) and I lay the groundwork for the case studies through a set of introductory chapters that examine the current environment, the research literature, and the technical qualities of history tests.

Backed by solid research, *Writing Instruction That Works* answers the following question: What is writing instruction today and what can it be tomorrow? This up-to-date, comprehensive book identifies areas of concern for the ways that writing is being taught in today's secondary schools. The authors offer far-reaching direction for improving writing instruction that assist both student literacy and

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subject learning. They provide many examples of successful writing practices in each of the four core academic subjects (English, mathematics, science, and social studies/history), along with guidance for meeting the Common Core standards. The text also includes sections on Technology and the Teaching of Writing and English Language Learners.

A comprehensive review of the research literature on history education with contributions from international experts The Wiley International Handbook of History Teaching and Learning draws on contributions from an international panel of experts. Their writings explore the growth the field has experienced in the past three decades and offer observations on challenges and opportunities for the future. The contributors represent a wide range of pioneering,

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established, and promising new scholars with diverse perspectives on history education. Comprehensive in scope, the contributions cover major themes and issues in history education including: policy, research, and societal contexts; conceptual constructs of history education; ideologies, identities, and group experiences in history education; practices and learning; historical literacies: texts, media, and social spaces; and consensus and dissent. This vital resource: Contains original writings by more than 40 scholars from seven countries Identifies major themes and issues shaping history education today Highlights history education as a distinct field of scholarly inquiry and academic practice Presents an authoritative survey of where the field has been and offers a view of what the future may hold Written for scholars and students of education as well as history teachers with an interest in the current issues in their

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field, The Wiley International Handbook of History Teaching and Learning is a comprehensive handbook that explores the increasingly global field of history education as it has evolved to the present day.

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