

# First Grade DBQ – Core Knowledge: A New Nation

A DBQ (Document Based Question) is an authentic assessment where students interact with historical texts. Document Based Questions were first used in high school AP classes. But after several years of using DBQs in grades 4-12 in WCSD for all students, it was determined that the same skills could be practiced with students in K-3. A DBQ asks students to read and analyze historical records, gather information and fill in short scaffolding response questions, assimilate and synthesize information from several documents, and then respond in writing to an assigned task, by using information gleaned from the documents, as well as, their own outside information. For grades K-3, these skills and tasks have been refined to include pictures and text from the Core Knowledge units of study. In this way, students who have been immersed in a unit of literacy study are able to demonstrate their knowledge of the unit while also practicing the skills used in social studies in later grades with a DBQ.

This DBQ is aligned with the Core Knowledge Listening and Learning domain, *A New Nation* and supports NVACS RL.1.1, RI.1.1, RL.1.2-RL.1.4, RI.1.2-RI.1.4, RI.1.8, RL.1.9, RI.1.9, G5.1.5, C13.1.5. It is meant to follow the Core Knowledge unit so that students have already been exposed to the knowledge and vocabulary gained from the read alouds.

With prompting and support, the students will review the series of documents and text and:

## What events led up to the colonies declaring their independence from Britain?

After reviewing the document, students will write to the prompt with support and/or independently. The teacher will show the images, ask the accompanying questions and allow pairs to discuss their answers (these do not need to be answered in writing). After reviewing all of the documents, students will write to complete the task independently. This series of questioning will take place over a span of 3-5 days.

## Helpful Vocabulary to Post During DBQ and Refer To For Writing Task:

<b>government</b>	<b>independent</b>	<b>Declaration of Independence</b>	<b>colony</b>
<b>freedoms</b>	<b>taxes</b>	<b>harbor</b>	<b>defeat</b>

## Writing Task:

Using evidence found in the following documents, your knowledge of our readings, and at least 3 of the vocabulary words from above to:

## What events led up to the colonies declaring their independence from Britain?

## Teacher Notes:

1. When guiding students in pairs to discuss the documents, you should project them on the board as well as allow the students to have the image in front of them (if applicable). If you find that students are struggling in their discussion, you might provide sentence starters or stems (e.g. I see \_\_\_\_\_ in the image.).
2. As a teacher, you know your students and where they are on the developmental spectrum in writing. If your students have practice writing sentences, the writing task pushes them a bit further to include evidence from text and specific vocabulary. If your students need further scaffolding, consider using sentence stems or providing fill in the blank opportunities (example below).  
This is \_\_\_\_\_ my evidence is \_\_\_\_\_.
3. Importantly, the outcome in this exercise is retrieving evidence and synthesizing information from documents (not necessarily demonstrating writing competency). Where appropriate take dictation of student responses.
4. Students should be provided appropriate first grade paper for the writing opportunity.

## Document A



Students respond orally to a partner and to the class to the following:

1. Look at document A, what is this document showing?
2. Why is the orange area of the map important?
3. Based on this document and the text why were the 13 colonies established along the coast? What evidence supports your answer?
4. Who ruled the 13 colonies?
5. Who helped set up the 13 colonies and why did the British need help?

## Document B



Students respond orally to a partner and to the class to the following:

1. Tell a partner everything you notice in document B?
2. Why were the Sons of Liberty dressed as Native Americans?
3. What time of day is it? Why would they wait until nighttime to dump the tea?
4. What happened as a result of the Boston Tea Party?

### Document C



### Document D



Students respond orally to a partner and to the class to the following:

1. Name as many details as you can from document C? What action is the man on the horse taking?
2. Tell a partner everything you see in document D.
3. What is happening in Document D?
4. What is the name of this battle and why was it so important in history?
5. How are documents C & D related? (telling the same story)

### Document E



Students respond orally to a partner and to the class to the following:

1. What is shown in document E?
2. Based on the read aloud what was the significance of this document to the colonies?
3. Based on this document what do we celebrate each Fourth of July?
4. Discuss with a partner, did the colonists have a right to declare independence from Great Britain? Explain your reasoning.
5. What effect did the Declaration of Independence make on George Washington's soldiers? What evidence supports your answer?

*Writing Opportunity:* With prompting and support, dictate, draw or write to answer the question:

**What events led up to the colonies declaring their independence from Britain?**

Use at least two document sources and four vocabulary words.