**Kindergarten DBQ – Core Knowledge: Presidents and American Symbols**

A Document Based Question (DBQ) is an authentic assessment whereby students interact with historical texts. 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.

This DBQ is aligned with the Core Knowledge Listening and Learning domain, *Presidents and American Symbols* and supports NVACS H1.K1, H1.K3, H3.K2, E9.K1, W.K.2, SL.K.1, RI.K.1. 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 pictures and think about the *qualities of a strong presidential leader*. 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:**

|  |  |  |  |
| --- | --- | --- | --- |
| **clever** | **compassion** | **humble** | **determined** |
| **reputation** | **admire** |  |  |
|  |  |  |  |

**Writing Task:**

*Looking at the following pictures of presidents we’ve discussed in this domain, choose a president and describe how his qualities helped him to be a strong presidential leader.*

* Use at least 2 of the vocabulary words in your writing
* Use evidence from the documents
* Use your background knowledge from the domain read alouds

**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).
   1. The man in this pictures is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. He was a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ type of person. This helped him become a strong leader because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
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 kindergarten paper for the writing opportunity.

**Document A**



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

1. Look carefully at the document, who do you think is the leader? How can you tell?
2. Based on the read aloud, where do you think these men are going? Why are they going there?
3. What does this picture represent? (If prompting is needed “George Washington was a leader in the \_\_\_\_\_\_\_\_ War.”)
4. Referring back to the text and based on this document what qualities does George Washington have as a leader?

**Document B**



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

1. Which president is in this picture?
2. What do you notice about the type of house that he grew up in?
3. Think about the story we read, describe Abraham Lincoln as a young man using evidence from the text. What was his nickname and why?
4. How did being honest help Lincoln become a great leader?

**Document C**

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

1. Which president is in this picture?
2. Describe everything you notice about this document.
3. Referring back to the text, discuss Barack Obama’s childhood.
4. Based on the read aloud what qualities did Barack Obama have that helped him become president?

Writing Opportunity: Choose one of the presidents George Washington, Abraham Lincoln, or Barack Obama and tell which qualities they had/have that made them a strong presidential leader.

Extensions:

If students are ready, have them choose two presidents for the writing opportunity. You could also use the sentence starter “Strong leaders are\_\_\_\_.” And have students use vocabulary and evidence from the read alouds to support their answer.

Students could also write an opinion piece using the sentence frame “I think the most important quality of a leader is\_\_\_\_\_\_ because\_\_\_\_\_.” Again using evidence from the text to support their opinion.

