HINGHAM PUBLIC SCHOOLS
SOCIAL STUDIES DEPARTMENT

DBQ SEQUENCE & SKILLS

Overview

The Document-Based Question (DBQ) requires students to respond to a prompt using a series of provided primary and secondary sources to support their answers. As such, the DBQ requires students to engage in an array of literacy and historical thinking skills, as they read, analyze, and synthesize a variety of sources (both textual and visual), construct a thesis, and logically defend that claim using properly cited evidence. The development of these skills is built into all levels of Hingham's social studies curriculum, and they help fulfill Hingham High School's Student Learning Expectations #1 (Read Purposefully), #2 (Write Effectively), and #4 (Identify, Analyze and Solve Problems).

Criteria

The table below outlines the sequence of skills for DBQ assignments at each grade and level.

Grade	Level	By the end of the year, students should be able to write a(n)_____	…in which they can_____
6 — topic sentence describes document	N/A	teacher-guided, one-paragraph response using 1 document	• identify the main idea and/or purpose of the document
7 — thesis supports a teacher-provided statement	2	teacher-guided, four-paragraph response using 1-3 documents	• identify the main idea and/or purpose of the document(s) • connect documents to outside knowledge
	3	teacher-guided, one-paragraph response using 1-3 documents	• identify the main idea and/or purpose of the document(s) • connect documents to outside knowledge
	4	teacher-guided response modified to fit student needs	• identify the main idea and/or purpose of the document(s) • connect documents to outside knowledge
8 — thesis responds to an either/or question	2	take-home, five-paragraph essay using 4-5 documents	• identify the main idea and/or purpose of the documents • connect documents to outside knowledge
	3	take-home, two-to-three-paragraph essay using 4-5 documents	• identify the main idea and/or purpose of the documents • connect documents to outside knowledge
	4	essay modified to fit student needs	• identify the main idea and/or purpose of the documents • connect documents to outside knowledge

Grade	Level	By the end of the year, students should be able to write a(n)_____	…in which they can_____
9 thesis responds to a multi-part question	2	in-class, three-paragraph essay using 6-8 previously seen documents	• analyze documents for historical context and/or other aspects of HIPP • connect documents to outside knowledge • compare and use documents in multiple ways
	3	take-home, five-paragraph essay using 6-8 documents	• analyze documents for historical context and/or other aspects of HIPP • connect documents to outside knowledge
	4	essay modified to fit student needs	• analyze documents for historical context and/or other aspects of HIPP • connect documents to outside knowledge
10 thesis responds to a "To what extent?" question	AP	in-class, multi-paragraph essay (*all year) using 6-8 new documents	• analyze documents for HIPP (historical context, intended audience, point of view, and purpose) • connect documents to outside knowledge • compare and use documents in multiple ways • respond with a flexible paragraph structure
	2	in-class, five-paragraph essay using a mix of 6-8 new and previously seen documents	• analyze documents for historical context, point of view, and/or other aspects of HIPP • connect documents to outside knowledge • compare and use documents in multiple ways
	3	in-class, five-paragraph essay using 6-8 previously seen documents	• analyze documents for point of view and/or other aspects of HIPP • connect documents to outside knowledge
	4	essay modified to fit student needs	• analyze documents for point of view and/or other aspects of HIPP • connect documents to outside knowledge
11 thesis accounts for multiple sides to a question	AP	in-class, multi-paragraph essay (*all year) using 6-8 new documents	• analyze documents for HIPP (historical context, intended audience, point of view, and purpose) • connect documents to outside knowledge • compare and use documents in multiple ways • respond with a flexible paragraph structure
	2	in-class, multi-paragraph essay using 6-8 new documents	• analyze documents for HIPP (historical context, intended audience, point of view, and purpose) • connect documents to outside knowledge • compare and use documents in multiple ways • respond with a flexible paragraph structure
	3	in-class, multi-paragraph essay using a mix of 6-8 new and previously seen documents	• analyze documents for historical context, point of view and/or other aspects of HIPP • connect documents to outside knowledge • compare and use documents in multiple ways • respond with a flexible paragraph structure
	4	essay modified to fit student needs	• analyze documents for historical context, point of view and/or other aspects of HIPP • connect documents to outside knowledge • compare and use documents in multiple ways
12	AP	in-class, multi-paragraph essay (*all year) using 6-8 new documents	• analyze documents for HIPP (historical context, intended audience, point of view, and purpose) • connect documents to outside knowledge • compare and use documents in multiple ways • respond with a flexible paragraph structure