



The DBQ Project

Evidence Based Writing

*A Closer Look at
Evidence, Inference and Argument*

Session Overview

- **Review of The DBQ Project Method**
- **Take a closer Evidence, Inference and Argument**
- **Examine the similarities and differences between a DBQ and a LBQ**
- **Discuss next steps**

LCS Teaching American History action research findings for students who completed 3 DBQs prior to 2010 FCAT

2010 FCAT Results

	4 th grade		5 th Grade	
Students	Participants	Non-participants	Participants	Non-participants
	437	1224	255	704
FCAT reading	79.6 % at level 3 or above	68.4% at level 3 or above	77.4% at level 3 or above	69.7% at level 3 or above
Florida Writes	89.4% at level 4 or above	62.4% at level 4 or above	n/a	n/a

Note: Non-participant students are students at the same schools as participant students

LCS Teaching American History District-Wide findings for students who completed 3 DBQs prior to 2011 FCAT

2011 FCAT Results

	4 th grade		5 th Grade	
Students Scores	Completers	Non-completers	Completers	Non-completers
FCAT Reading	81.4 % at level 3 or above	66.2% at level 3 or above	83.2% at level 3 or above	67.4% at level 3 or above
Florida Writes	90.6% at level 4 or above	65.7% at level 4 or above	n/a	n/a

COMMON CORE STATE STANDARDS OCPS

Common Core Instructional “Shifts”

There are six “Shifts” that the Common Core State Standards (CCSS) in ELA and Literacy in History/Social Studies, Science and Technical Subjects require of us so that we will be truly aligned with the CCSS in terms of curriculum materials and daily instruction.

Shifts in ELA/Literacy	
Text Complexity	<p>So that students will be prepared for the complexity of college and career-ready text each grade level requires <u>growth</u> in text complexity. Teachers will devote more time in the curriculum for <u>close</u> and careful reading and provide appropriate scaffolding so the central text is accessible to students reading below grade level.</p> <p>Students in the grade band of 6-8 previously would have read at <u>860L–1010L</u>, now they will be using texts at the <u>955-1155L</u> level on the Lexile Scale.</p>
Increased Reading of Informational Text	<p>Classrooms are places where student access the world in social studies, science, fine arts, and literature through the use of informational and literary text. Increasing the amount of informational text students read K-12 will prepare them to read college and career-ready texts.</p> <p>In elementary, at least 50% of what students read is informational, in middle school it is 55%; and by the end of high school, it is 70%.</p>
Text Dependent Questions	<p>Students will have rich and rigorous conversations which are dependent upon students reading a central text.</p> <p>The teacher will direct classroom experiences that stay deeply connected to the text and help students develop habits for making evidence based arguments, both in conversation as well as in writing, to assess their comprehension of that text. (Text based answers are not opinions or experiences.)</p>
Evidence-Based Writing	<p>Student writing will emphasize the use of <u>evidence</u> to inform or to make an argument. Students will learn to develop college and career-ready skills through written arguments that respond to the ideas, events, facts, and arguments presented in the text they listen to and read.</p> <p>In 8th grade students will write 35% to persuade, 35% to explain and 30% to convey an experience.</p>
Academic Vocabulary	<p>Students will need to constantly build the vocabulary necessary to be able to access grade level complex text.</p> <p>There will be an increased focus on academic vocabulary with an emphasis on using this vocabulary in oral and written communication.</p>
Literacy Instruction in all Contents	<p>These new Common Core State Standards are for English Language Arts (ELA) as well as Literacy in History/Social Studies, Science and Technical subjects.</p> <p>We are all in this together! The content of Social Studies, Science and Technical subjects will help provide the informational text to ensure students reach the goal of being College and Career Ready when they graduate.</p>

CCR Anchor Standards

CCR Standard 1: Read Closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

10th Grade: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

8th Grade: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

5th Grade: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

3rd Grade: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Kindergarten: With prompting and support, ask and answer questions about key details in a text.



The DBQ Project Method

Step 1: The Hook (*Engaging the students*)

Step 2: The Background Essay (*Building Context*)

Step 3: Clarifying the Question (*Defining Key Terms & Pre-bucketing*)

Step 4: Close Analysis (*Understanding the Document*)

Step 5: Grouping the Documents (*Post-Bucketing*)

Step 6: Writing (*From Thrash-out to Essay*)

A claim is what you are going to prove.

How do you make support a claim?

Claim The forest is on fire.

: **Claim Statement**

**To support a claim:
Evidence +
Inference =
Argument**

Evidence

“There is
from

Argument

the smoke
orest, the ash
n, and the
ll of the burnt
Jackson’s
d a problem.

The forest is on fire.

Evidence comes directly from the documents.

Inferences are conclusions reached based on the evidence.

An Argument summarizes and explains how the evidence supports the claim.

How do you support a claim in a DBQ?

Document Analysis

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graph TD; DA[Document Analysis] --- E[Evidence]; DA --- I[Inference]; DA --- A[Argument]; E --- E1[ ]; E --- E2[ ]; E --- E3[ ]; I --- I1[ ]; I --- I2[ ]; I --- I3[ ]; A --- A1[ ]; A --- A2[ ]; A --- A3[ ]
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Evidence

Evidence comes directly from the documents.

Inference

Inferences are conclusions reached based on the evidence.

Argument

An Argument summarizes and explains how the evidence supports the claim and answers the question.

Class, Gender, and Race in *To Kill a Mockingbird*: Is Mayella Powerful?

Document A: “Get back to your dump”

Story Note: At the beginning of Tom Robinson’s trial, while sitting in the courtroom, Scout describes Mayella’s home.

“Maycomb’s Ewells lived behind the town garbage dump in what was once a Negro cabin.... Its windows were merely open spaces in the walls.... What passed for a fence was bits of tree-limbs, broomsticks and tool shafts.... Enclosed by this barricade was a dirty yard.... One corner of the yard, though, bewildered Maycomb. Against the fence, in a line, were six... jars holding brilliant red geraniums, cared for... tenderly.... People said they were Mayella Ewell’s.” (*Chapter 17*)

Story Note: Bob Ewell and his daughter, Mayella, are described as they take the stand at Tom Robinson’s trial.

“Mr. Ewell had a scalded look; as if an overnight soaking had deprived him of protective layers of dirt.... Mayella looked as if she tried to keep clean, and I was reminded of the row of red geraniums in the Ewell yard.” (*Chapter 18*)

Story Note: Later, after the trial, Atticus explains to Scout why Bob Ewell is so bitter even though he won the case against Tom Robinson.

“He thought he’d be a hero, but all he got for his pain was...okay, we’ll convict this Negro but get back to your dump.” (*Chapter 27*)

Class, Gender, and Race in *To Kill a Mockingbird*: Is Mayella Powerful?

To Kill a Mocking Bird

<p>“One corner of the yard bewildered Maycomb. Against the fence, in a line were six jars holding brilliant red geraniums, cared for tenderly....People said they were Mayella Ewell’s.”</p>	<p>Mayella is trying change her circumstances by keeping up her appearance. As a woman of the 1930’s, she is trapped by the class of her father; and lacks the power to change it.</p>	<p>Because of where Mayella lives, she will have little chance of being accepted by Maycomb’s white society.</p>
<p>Mayella tries to appear different from her family.</p>	<p>Mayella aspires to be Southern lady as she tends her flowers.</p>	<p>“Maycomb’s Ewells lived behind the town garbage dump in what was once a Negro cabin....”</p>
<p>Mayella’s family lives among the poorest people in Maycomb.</p>	<p>“...Mayella looked as if she tried to keep clean...”</p>	<p>Mayella’s lovely tended geraniums juxtaposed against the dump she lives in illustrates the internal struggle between Mayella’s desire to have power and control over her class status and the trappings of poverty.</p>

Class, Gender, and Race in *To Kill a Mockingbird*: Is Mayella Powerful?

To Kill a Mocking Bird

1

3 A

<p>“One corner of the yard bewildered Maycomb. Against the fence, in a line were six jars holding brilliant red geraniums, cared for tenderly....People said they were Mayella Ewell’s.”</p>	<p>Mayella is trying change her circumstances by keeping up her appearance. As a woman of the 1930’s, she is trapped by the class of her father; and lacks the power to change it.</p>	<p>Because of where Mayella lives, she will have little chance of being accepted by Maycomb’s white society.</p>
<p>Mayella tries to appear different from her family.</p>	<p>Mayella aspires to be Southern lady as she tends her flowers.</p>	<p>“Maycomb’s Ewells lived behind the town garbage dump in what was once a Negro cabin....”</p>
<p>Mayella’s family lives among the poorest people in Maycomb.</p>	<p>“...Mayella looked as if she tried to keep clean...”</p>	<p>Mayella’s lovely tended geraniums juxtaposed against the dump she lives in illustrates the internal struggle between Mayella’s desire to have power and control over her class status and the trappings of poverty.</p>

1 A

What Caused the Hysteria of the Salem Witch Trial of 1692?

Document D

Source: Charles W. Upham, *Salem Witchcraft*, Boston, 1867.

Note: Charles Upham was a 19th century historian who lived in Salem and studied the witch trials much of his adult life. He served in the House of Representatives and as the mayor of Salem.

What are we to think of those persons who...continued the accusations – the “afflicted children” and their associates?... They soon...became intoxicated...by the terrible success of their imposture (acting), and were swept along by the frenzy they had occasioned.... Once or twice they were caught in their own snare; and nothing but the blindness of the bewildered community saved them from...well-deserved punishment.... It is dreadful to reflect upon the enormity of their wickedness.... [T]here can be no doubt that they were great actors.

*notoriety: fame for doing something bad

Evidence

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Inference

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Argument

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Available September 2013

Mini-Qs™ in Literature

Mini-Q Topics

- Class, Gender, and Race in *To Kill A Mockingbird*: Is Mayella Powerful?
- *The House on Mango Street*: What Is the Biggest Obstacle to Reaching the American Dream?
- *Of Mice and Men*: How Does Steinbeck Use Foreshadowing?
- Harlem Renaissance Poetry: Does High Art or Folk Art Best Express Racial Pride?
- *Animal Farm*: How Does Napoleon Stay In Charge?
- Imagery, Irony, and Structure: How Do Writers Protest War?
- *Things Fall Apart*: A Response to the District Commissioner
- How Does E. E. Cummings Use Sight and Sound to Create Meaning?
- *Romeo and Juliet*: Who's to Blame?
- *Macbeth*: Who's in Control?





The DBQ Project

Mini-Qs in Literature Volume II

Coming Fall 2014

- Are Hamlet's Actions Justified?
- How Did the Abolitionists Make an Argument Against Slavery?
- Slave, Friend or Father: How Did Huck Regard Jim?
- How Does Robert Frost Make Meaning From Metaphor?
- To What Extent Does *The Great Gatsby* Reflect the 1920's?
- Words in Holocaust Writing: How Does One Say the Unspeakable?

Other works (questions to be determined): Immigration writings, *The Crucible*, *Lord of the Flies*, and *Our Eyes Were Watching God*



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Questions...

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