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How to Write a DBQ (Document Based Question) for APUSH, AP World, \u0026 AP Euro Document-Based Assessment Activities for Global History Classes

How to Write a Document Based Question (DBQ) for APUSH, AP World, \u0026 AP Euro (2019-2020)

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What Is a Document-Based Question, or DBQ? A document-based question is a writing task in which a student analyzes significant evidence- documents and other data-to reach an informed position, then presents that information in a persuasive, logical, and accurate essay. The questions are generally open-ended, giving

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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.

Covers all significant eras of global history. Encourages students to analyze evidence, documents, and other data to make informed decisions. Develops essential writing skills.

Sharpen critical thinking and increase students understanding for U.S. History! Provides complete document-based questions for significant events in U.S. history Guides students through the process of answering DBQs Encourages students to analyze documents in order to draw their own conclusions :: Sharpen critical thinking and increase students understanding for U.S. History! Provides complete document-based questions for significant events in U.S. history Guides students through the process of answering DBQs Encourages students to analyze documents in order to draw their own conclusions

Covers significant eras in U.S. history. Encourages students to analyze evidence, documents, and other data to make informed decisions. Includes guidelines for students, answer prompts, and a scoring rubric. Develops essential writing skills.

Help your students navigate complex texts in history and social studies. This book shows you how to use document-based questions, or DBQs, to build student literacy and critical thinking skills while meeting rigorous state standards and preparing students for AP exams. DBQs can be implemented year-round and can be adjusted to meet your instructional needs. With the helpful advice in this book, you'll learn how to use DBQs to teach nonfiction and visual texts, including primary and secondary sources, maps, and paintings. You'll also get ideas for teaching students to examine different points of view and write analytical responses. Topics include: Using the SOAPSETone (Speaker, Occasion, Audience, Purpose, Subject, Evidence and Tone) technique to to analyze visual and nonvisual texts; Teaching students to distinguish between primary and secondary sources; Working with multiple texts and learning to recognize the relationships between them; Formulating DBQs to suit different types of assessment, including short-answer questions, multiple-choice questions, and in-class essay prompts; Evaluating student responses and providing constructive feedback.

Climate change poses many challenges that affect society and the natural world. With these challenges, however, come opportunities to respond. By taking steps to adapt to and mitigate climate change, the risks to society and the impacts of continued climate change can be lessened. The National Climate Assessment, coordinated by the U.S. Global Change Research Program, is a mandated report intended to inform response decisions. Required to be developed every four years, these reports provide the most comprehensive and up-to-date evaluation of climate change impacts available for the United States, making them a unique and important climate change document. The draft Fourth National Climate Assessment (NCA4) report reviewed here addresses a wide range of topics of high importance to the United States and society more broadly, extending from human health and community well-being, to the built environment, to businesses and economies, to ecosystems and natural resources. This report evaluates the draft NCA4 to determine if it meets the requirements of the federal mandate, whether it provides accurate information grounded in the scientific literature, and whether it effectively communicates climate science, impacts, and responses for general audiences including the public, decision makers, and other stakeholders.

Increased global demand for land posits the need for well-designed country-level land policies to protect long-held rights, facilitate land access and address any constraints that land policy may pose for broader growth. While the implementation of land reforms can be a lengthy process, the need to swiftly identify key land policy challenges and devise responses that allow the monitoring of progress, in a way that minimizes conflicts and supports broader development goals, is clear. The Land Governance Assessment Framework (LGAF) makes a substantive contribution to the land sector by providing a quick and innovative tool to monitor land governance at the country level. The LGAF offers a comprehensive diagnostic tool that covers five main areas for policy intervention: Legal and institutional framework; Land use planning, management and taxation; Management of public land; Public provision of land information; and Dispute resolution and conflict management. The LGAF assesses these areas through a set of detailed indicators that are rated on a scale of pre-coded statements (from lack of good governance to good practice). While land governance can be highly technical in nature and tends to be addressed in a partial and sporadic manner, the LGAF posits a tool for a comprehensive assessment, taking into account the broad range of issues that land governance encompasses, while enabling those unfamiliar with land to grasp its full complexity. The LGAF will make it possible for policymakers to make sense of the technical levels of the land sector, benchmark governance, identify areas that require further attention and monitor progress. It is intended to assist countries in prioritizing reforms in the land sector by providing a holistic diagnostic review that can inform policy dialogue in a clear and targeted manner. In addition to presenting the LGAF tool, this book includes detailed case studies on its implementation in five selected countries: Peru, the Kyrgyz Republic, Ethiopia, Indonesia and Tanzania.

Globalization is by no means a new phenomenon; transcontinental trade and the movement of people date back at least 2,000 years, to the era of the ancient Silk Road trade route. The global spread of infectious disease has followed a parallel course. Indeed, the emergence and spread of infectious disease are, in a sense, the epitome of globalization. Although some experts mark the fall of the Berlin Wall as the beginning of this new era of globalization, others argue that it is not so new. The future of globalization is still in the making. Despite the successful attempts of the developed world during the course of the last century to control many infectious diseases and even to eradicate some deadly afflictions, 13 million people worldwide still die from such diseases every year. On April 16 and 17, 2002, the Forum on Emerging Infections held a working group discussion on the influence of globalization on the emergence and control of infectious diseases. The contents of the unattributed sections are based on the presentations and discussions that took place during the workshop. The Impact of Globalization on Infectious Disease Emergence and Control report summarizes the presentations and discussions related to the increasing cross-border and cross-continental movements of people and how this could exacerbate the emergence and global spread of infectious diseases. This report also summarizes the means by which sovereign states and nations must adopt a global public health mind-set and develop a new organizational framework to maximize the opportunities and overcome the challenges created by globalization and build the necessary capacity to respond effectively to emerging infectious disease threats.