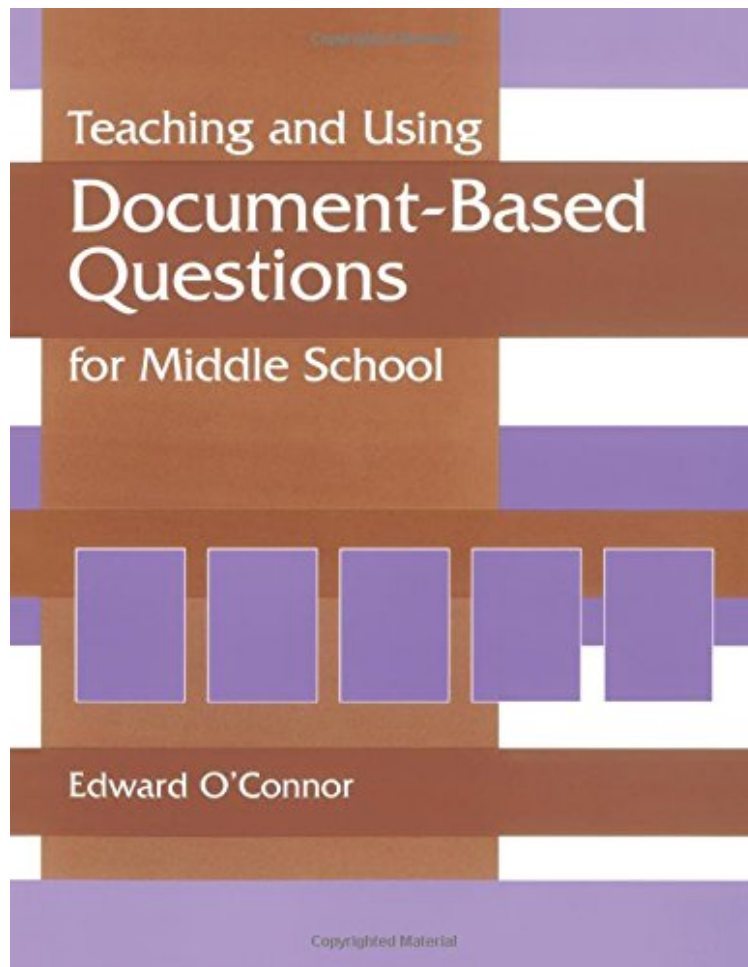


# Teaching and Using Document-Based Questions for Middle School (Gifted Treasury Series)

*Edward P. O'Connor*

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**Edward P. O'Connor : Teaching and Using Document-Based Questions for Middle School (Gifted Treasury Series)** before purchasing it in order to gauge whether or not it would be worth my time, and all praised Teaching and Using Document-Based Questions for Middle School (Gifted Treasury Series):

0 of 0 people found the following review helpful. Nice Aid For Middle School Parents By I Shop 2 This book has great hints as to how one should go about teaching the writing of a DBQ. It is geared to Middle School and any parent who is frustrated about helping a student with his/her work should give this a try. This type of writing is rather new and sometimes a bit of education for the adults helps. 1 of 1 people found the following review helpful. Good for Sixth Grade By Customer I teach 8th grade gifted students and the types of questions that go along with the documents are way too easy for my students. I had to create supplemental questions to raise their level of thinking and inquiry. The documents used are also pretty basic and do not require much analysis. I think these would fit more for a teacher who

teachers 6th grade American History.0 of 0 people found the following review helpful. Five StarsBy Erica AlvaradoThe product was fine but the order was broken down into several shipments.

This guide focuses on using Document Based Questions (DBQs) to challenge students to interpret primary sources such as letters, diaries, speeches and other historical records.Challenge your students to interpret primary sources from American History such as letters, diaries, speeches, and other historical records. Students learn to analyze a wide variety of visual and graphic stimuli such as paintings, photographs, charts, and graphs using Document-Based Questions. Containing sixteen different themes selected from major units that are covered in American History, DBQs help to utilize many of the skills stressed by social studies teachers, and are an excellent tool for assessing student progress. The activities are geared primarily toward middle school students (grades 6-8), but can be adapted easily for use by secondary students.

About the AuthorEDWARD P. O'CONNOR has been an educator since 1989, and is currently teaching social studies at Arlington Middle School in Poughkeepsie, New York.