

Document Based Assessment For Global History Answer Key

Name _____ Date _____

DBQ 21: Causes of World War II

(Adapted from *Document-Based Assessment for Global History*, Walch Education)

Historical Context:

Even though the 1920's began with a favorable outlook for peace, toward the end of the decade and throughout the 1930's the clouds of war were forming. Dictators arose in countries that were dissatisfied with the results of World War I. Germany, Italy and Japan took aggressive actions, and neither the League of Nations nor the democratic countries were able or willing to stop them. British Prime Minister Chamberlain suggested the best way to deal with Hitler was a policy of appeasement. Actions were taken that moved Europe toward war. The debate over the causes of World War II provides different perspectives.

- **Directions:** The following question is based on the accompanying documents in Part A. As you analyze the documents, take into account both the source of the document and the author's point of view. Be sure to:
 1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
 2. Now, read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes. Answer the questions which follow each document.
 3. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the question.
 4. Organize supportive and relevant information into a brief outline.
 5. Write a well-organized essay proving your thesis. The essay should be logically presented and should include information both from the documents and from your own knowledge outside of the documents.

Question: Why was the world plunged into World War II in 1939? What is the most effective response to aggression—appeasement or collective security?

- **Part A:** The following documents provide information about the steps leading to World War II. Examine the documents carefully, and answer the questions that follow.

Document 1

In this excerpt from *Mein Kampf*, Adolph Hitler explains some of his ideas.

One blood demands one Reich. Never will the German nation have the moral right to enter into colonial politics until, at least, it includes its own sons within a single state. . . . Oppressed territories are led back to the bosom of a common Reich, not by flaming protests, but by a mighty sword.

What does Hitler suggest is needed for Germany? How would that lead to war? _____

(continued)

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Document Based Assessments (DBAs) have become an integral part of the educational landscape, particularly in the field of global history. These assessments help educators gauge students' understanding of historical events by examining primary and secondary sources. This article will explore the significance of document-based assessments in global history, the structure of these assessments, and provide insights into the answer key's development, along with strategies for students to excel.

Understanding Document Based Assessments

Document Based Assessments are a pedagogical method that requires students to analyze, interpret, and synthesize information from a set of documents related to a specific historical theme or event. In the context of global history, these assessments can encompass a wide range of topics, including:

- Major world wars
- The rise and fall of empires
- Social movements
- Economic transformations
- Cultural exchanges

The primary purpose of DBAs is not only to test students' knowledge but also to develop critical thinking skills and the ability to construct evidence-based arguments.

The Structure of Document Based Assessments

A typical Document Based Assessment consists of several key components:

1. Introduction: A brief overview of the historical context or theme that the assessment will cover.
2. Document Set: A collection of primary and secondary sources, which may include:
 - Historical texts
 - Letters and diaries
 - Photographs and maps
 - Political cartoons
 - Scholarly articles
3. Questions: A series of questions that prompt students to engage with the documents. These may include:
 - Short answer questions requiring specific information from the documents.
 - Thematic essays that encourage students to connect ideas across multiple documents.
4. Conclusion: A summary of the assessment's objectives and expectations for students.

The Importance of an Answer Key

An answer key is a valuable resource for educators and students alike in the context of Document Based Assessments. It serves several essential functions:

- Guidance for Educators: Teachers can use the answer key to evaluate students' responses consistently and fairly. This is particularly important when assessing open-ended essays, where subjective interpretation can vary widely.
- Feedback for Students: An answer key provides students with insights into how well they understood the material and where they might need further study or clarification.

- Study Aid: Students can use the answer key as a study tool, helping them identify key themes, concepts, and documents that are significant in global history.

Developing an Effective Answer Key

Creating an effective answer key for Document Based Assessments requires careful consideration of several factors:

1. **Clarity:** Answers should be clear and unambiguous, outlining the expected responses to each question without introducing confusion.
2. **Comprehensiveness:** The answer key should address all parts of the questions, providing a thorough understanding of the document set's implications.
3. **Evidence-Based Responses:** Encourage answers that not only restate information from the documents but also analyze and synthesize that information to support a thesis or argument.
4. **Inclusivity of Perspectives:** Global history is rich with diverse viewpoints. An effective answer key should recognize and validate multiple interpretations of the same documents.

Strategies for Success in Document Based Assessments

For students preparing for Document Based Assessments in global history, several strategies can enhance their performance:

Preparation Strategies

1. **Familiarization with Document Types:** Students should practice analyzing different types of documents, understanding the unique insights each type offers.
2. **Develop Critical Thinking Skills:** Engage in discussions that challenge students to think critically about historical narratives and the reliability of sources.
3. **Practice Writing Skills:** Students should practice writing clear, concise, and well-organized essays that respond to DBA prompts effectively.
4. **Study Past Assessments:** Reviewing previous DBAs and their corresponding answer keys can provide insight into what is expected in terms of content and format.
5. **Group Study Sessions:** Collaborating with peers can help students gain new perspectives and deepen their understanding of the material.

During the Assessment

1. **Read the Documents Carefully:** Take time to read and annotate each document, noting key points, themes, and any connections to the broader historical context.
2. **Plan Responses:** Before writing, outline responses to ensure that all parts of the questions are addressed and that arguments are coherent.
3. **Use Evidence:** When answering questions, always support assertions with evidence from the documents. This strengthens the argument and demonstrates a thorough understanding of the material.
4. **Time Management:** Allocate time wisely during the assessment to ensure that each question receives adequate attention.

Conclusion

Document Based Assessments play a crucial role in the study of global history by promoting critical analysis and encouraging students to engage deeply with historical sources. An effective answer key is vital for both educators and students, providing clarity, guidance, and a framework for evaluating responses. By employing strategic preparation and engagement techniques, students can enhance their performance in these assessments, ultimately leading to a richer understanding of the complexities and nuances of global history. As the educational landscape continues to evolve, the importance of document-based assessments and their corresponding answer keys will only grow, solidifying their place as essential tools for learning and assessment in the realm of history education.

Frequently Asked Questions

What is a document-based assessment in global history?

A document-based assessment is an evaluation method that requires students to analyze, interpret, and synthesize information from primary and secondary historical documents to answer specific questions or prompts related to global history.

How can students effectively prepare for a document-based assessment in global history?

Students can prepare by familiarizing themselves with key historical documents, practicing analytical skills, understanding historical context, and developing strong thesis statements and evidence-based arguments.

What types of documents are typically included in a global

history document-based assessment?

Commonly included documents are primary sources such as letters, treaties, speeches, photographs, and secondary sources like scholarly articles and textbooks that provide context and analysis of historical events.

What is the importance of the thesis statement in a document-based assessment?

The thesis statement is crucial as it presents the main argument or interpretation that the student will support throughout their response, guiding the analysis of the documents and providing a framework for the essay.

How do teachers grade document-based assessments in global history?

Teachers typically use a rubric that assesses criteria such as the clarity and strength of the thesis, the quality of document analysis, the use of evidence, historical accuracy, and overall organization and writing style.

What common mistakes should students avoid in document-based assessments?

Students should avoid summarizing the documents without analysis, failing to connect evidence to their thesis, neglecting to address counterarguments, and not providing contextual information about the historical period.

Are there online resources available for practicing document-based assessments in global history?

Yes, many educational websites, such as those associated with the College Board, provide sample document-based questions, practice assessments, and instructional materials to help students prepare for their evaluations.

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