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Lesson Title	WWI: Discovering "The Forgotten"
Grade(s)	5th - 6th
Time (Minutes/ Days)	7 days, approximately 45 minutes a day

Lesson Overview

In this document-based question (DBQ) unit, students will read, listen, write, and speak about African American Veteran experiences before, during, and after World War I.

Essential Questions

What was the African American soldier experience before World War I?
What was the African American soldier experience like in World War I?
What was the African American soldier experience like after World War I?

Florida State Standards

- SS.4.A.1.1: Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
- ELA.4.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
- ELA.4.R.3.3: Compare and contrast accounts of the same event using primary and/or secondary sources.
- ELA.4.R.2.2: Explain how relevant details support the central idea, implied or explicit.
- ELA.4.R.2.3: Explain an author's perspective toward a topic in an informational text.

Required Materials

- Student device (laptop/iPad)
- Powerpoint/Google Slides
- Printer
- Articles & Websites (Linked below)
- Anchor charts

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- Organizers

Learning Objectives

- I can describe what a veteran is and explain why remembering their legacy is important.
- I can explain how African American veterans contributed to World War I.
- I can analyze primary sources, such as census records, draft cards, newspaper articles, and oral history to help me learn about the past.
- I can present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
- I can compare and contrast accounts of the same event using primary and/or secondary sources.
- I can explain how relevant details support the central idea, implied or explicit.
- I can explain an author's perspective toward a topic in an informational text.

Procedure

Teacher Note: It is recommended to print hard copies of each activity and resource for students to keep in a folder so they can refer back to them at the end of the unit for writing their culminating essay.

Day 1: Understanding the African American Experience

Purpose: The purpose of reading the article linked in this lesson is to gain an understanding of the African American experience prior to World War I. It is essential that students get this perspective to have a deep understanding of the motivations behind the entrance of African Americans into service when the war began.

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Pre-teach Key Vocabulary:

Disenfranchisement: to take away a legal right

Nadir: lowest point

Convoluted: complex and hard to understand

Overt: open and observable, not hidden or secret

Core Lesson:

Pass out a printed copy of the article "[African American Life in 1916](#)" to each student. Read the article aloud with the students; do not have the students read the article independently, as it may be too complex for their reading level.

After reading the article, have students discuss the following questions in small groups of three to four and answer on their Day 1 Notetaker (See below).

Knowledge Check (Included in Notetaker): Summarize the central idea and key details in this article (last question on notetaker).

Day 2: Understanding World War I

Purpose: The focus of today's lesson is to expose students to the causes and major events of World War I. Many students likely do not have much knowledge of the conflict. Through reading about the war, students will be able to contextualize the experience of "The Forgotten" as the unit continues.

Purpose: The purpose of reading the article linked in this lesson is to help students develop an understanding of World War I. It is likely that students are familiar with the term, but have little understanding or background knowledge on the subject.

Pre-teach Key Vocabulary:

Alliance: a union or association formed for mutual benefit, especially between countries or organizations

Ally: a state (country) formally cooperating with another for a military or other purpose

Trench: a long, narrow ditch

Convoy: a group of ships or vehicles traveling together, typically

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accompanied by armed troops, warships, or other vehicles for protection

Video Intro: Show the video World War I Timeline to help students visualize the different major events happening in Europe during the war.

Core Lesson:

Have students independently read this [Encyclopedia Britannica article](#) about WWI. As they are reading the article, have them fill out the Day 2 Notetaker (See below).

After students have completed their notetaker, count off students to form small groups. In their small groups, they will discuss their answers to ensure students gather the essential points of the article. The teacher should walk around and facilitate discussion as needed.

Knowledge Check:

Teacher will collect the notetaker and review student responses.
Day 2 Notetaker Answer Key (See below).

Day 3: The Forgotten

Purpose: Today, students will take a virtual tour of the St. Augustine National Cemetery through a comprehensive PowerPoint highlighting the African American soldiers who fought in World War I and are interred in the cemetery.

Core Lesson:

Review [Teacher Notes](#) before giving the lesson. The notes are very in depth and you may wish to adjust the information for your classroom purposes/time allotment. To take the virtual tour of St. Augustine National Cemetery, click through the [Powerpoint](#) while using teacher notes for key context and information which goes beyond the information presented on the slides.

At the beginning of the lesson, pass out a KWL chart (see below) to each student. Students should spend a few minutes filling out the first section of the chart. While doing so, encourage them to use the information they learned in yesterday's lesson about WWI. After that, have students write two to three things they want to learn through the cemetery tour today. They can also add to this section after the lesson in case they come up with more ideas they want to learn more about. As the students go

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through the tour, they should fill out the Learned section.

Knowledge Check: Collect the KWL chart.

Teacher Note: You may be able to coordinate a trip to St. Augustine National Cemetery through your St. Augustine tour group. Contact your tour provider to schedule.

Day 4: The Forgotten

Purpose: Today students will learn about “The Forgotten” of WWI by reading the article describing the African American experience during the war.

Pre-teach Vocabulary:

Inferior: lower in status

Menial: not requiring much skill

Retaliate: an attack after being attacked

Core Lesson:

Teacher will read aloud the article [African American Experiences During World War I](#) while students follow along on their Day 4 Student Copy notetaker (See Below). It is not recommended to have students read this article independently as it is a higher lexile level than this unit is geared for.

Knowledge Check: Collect the student notetakers. Day 4 Answer Key (See below)

Day 5: Veterans Deep Dive

Purpose: Today, students will use primary source packets to learn about two African American veterans who served in World War I. If students are not used to reading primary sources it is recommended to give this [Primary source PPT](#) as an overview to guide students through a variety of primary sources and how to derive information from them.

Core Lesson: Students should be in groups of three to four, and each group should be assigned a veteran. Give each student a copy of the Veteran Packet Notetaker (see below) and a Veteran Packet for their assigned Veteran: [Alexander Lucas Packet](#) or [William Kirlew Packet](#). Walk

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the students through the directions and expectations and answer any questions prior to letting students get started. As students are working in their groups, the teacher should circulate and provide guidance for deriving information from the primary sources.

Knowledge Check: Collect the notetaker.

Day 6: Back in America: African Americans Come Home

Purpose: The students will read an article about the experience of African Americans after returning to America from the warfront.

Core Lesson: Pass out a copy of the article [African Americans Come Home](#) to have students read. While they are reading, have them fill out their notetaker (see below).

Knowledge Check: Collect the notetaker and grade using the Day 6 Answer Key (see below).

Day 7: Culminating Task Essay

Core Lesson: Students will begin working on their culminating essay. Hand out a copy of the Culminating Essay Directions (see below) to each student.

In this essay, students will take all of the resources from throughout the unit to create a 5-6 paragraph essay explaining the African American experience before, during, and after World War I.

Remind students that this essay can include their Veteran from the group project on day 4, but should not ONLY focus on that one Veteran.

Knowledge Check: Collect the essays and score using the rubric (See below).

Day 1 Notetaker

Directions: Listen and follow along while your teacher reads "[African American Life in 1916](#)". After reading, answer the following questions in small groups.

1. What were some of the main challenges faced by African Americans in 1916, as described in the article?
2. What were some of the ways African Americans fought for their rights and challenged racial injustice during this period?
3. In what ways does life today parallel the experiences in 1916?

Knowledge Check: Summarize the central idea and key details in this article.



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Day 1 Notetaker Answer Key

Answer Key: these answers are just highlighting key information that can be taken away from the article. It is NOT expected that students answer to this level of depth after only one close read.

Directions: Listen and follow along while your teacher reads "[African American Life in 1916](#)". After reading, answer the following questions in small groups.

1. What were some of the main challenges faced by African Americans in 1916, as described in the article?

In 1916, African Americans faced several significant challenges, as described in the article:

- **Segregation and Jim Crow Laws:** African Americans were subjected to laws known as Jim Crow laws that enforced segregation, meaning they were not allowed to use the same public facilities as white Americans. The article states, "southern white legislatures passed laws that banned African Americans from using the same public facilities as white Americans including schools, train cars, parks, and restaurants."
- **Disenfranchisement:** Although African Americans technically had the right to vote, many laws and practices were put in place to prevent them from voting. These included poll taxes, literacy tests, and complex registration systems. The article mentions, "These measures included poll taxes that disproportionately affected African Americans, timed literacy tests designed to be failed, and a convoluted registration system."
- **Violence and Discrimination:** African Americans faced violence and discrimination, including lynchings and mob attacks. The article describes how African American men and women were lynched and killed by mobs, which was a horrifying reality of life during that time.

These challenges made daily life extremely difficult for African Americans, limiting their opportunities and rights.

2. What were some of the ways African Americans fought for their rights



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and challenged racial injustice during this period?

During this period, African Americans actively fought against racial injustice and worked to improve their lives. Some of the ways they challenged racial discrimination included:

- **Formation of Civil Rights Organizations:** African Americans formed organizations such as the NAACP (National Association for the Advancement of Colored People) and the National Urban League. These organizations advocated for civil rights, fought against segregation, and worked to protect African Americans from discrimination. The article states, "Organizations dedicated to advancing African-American rights such as the National Association for the Advancement of Colored People and the National Urban League formed during this period."
- **Political Activism:** African American political activists like W. E. B. Du Bois and Booker T. Washington spoke out against racial inequality and demanded change. They used their voices to raise awareness about the injustices faced by African Americans.
- **Migration and Economic Opportunities:** Many African Americans participated in the Great Migration, moving from the South to northern states where there were better job opportunities and less overt segregation. The article mentions, "Millions embarked on a northward diaspora that would later become known as the 'Great Migration' to northern states during World War I."

These efforts were part of a broader movement to secure equal rights and improve living conditions for African Americans.

3. In what ways does life today parallel the experiences in 1916?

While there have been significant advancements in civil rights since 1916, some parallels can still be drawn between the experiences of African Americans then and now:

- **Persistent Systemic Racism:** Despite legal reforms and progress, systemic racism continues to affect African Americans in areas such as education, employment, housing, and the criminal justice system.
- **Voting Rights Challenges:** Voting rights remain a critical issue today, with ongoing debates and laws that disproportionately affect minority communities' ability to vote.



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- **Police Brutality and Racial Violence:** Incidents of police brutality and racial violence continue to spark protests and discussions about racial inequality and justice.
- **Activism and Advocacy:** Similar to the activism of the early 20th century, movements like Black Lives Matter advocate for racial justice and seek to address systemic racism.

Knowledge Check: Summarize the central idea and key details in this article.



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Name: _____

Day 2 Notetaker

1. When did World War I start? When did it end?
2. What were the first two names given to World War I?
3. Where did most of the battles of World War I take place?
4. How many soldiers and sailors died in World War I?
5. Who was assassinated in Sarajevo, leading to the start of World War I?
6. Which countries were part of the Triple Alliance? What was the new name given to the Triple Alliance during the war?



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7. Which countries were part of the Triple Entente? What was the new name given to the Triple Entente during the war?

8. What significant event occurred on May 7, 1915?



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Name: _____

Day 2 Notetaker Answer Key

1. When did World War I start? When did it end?

World War I started in 1914 and ended in 1918.

2. What were the first two names given to World War I?

The Great War and the War to End All Wars.

3. Where did most of the battles of World War I take place?

Most battles took place in Europe and the Middle East.

4. How many soldiers and sailors died in World War I?

More than 8 million soldiers and sailors died.

5. Who was assassinated in Sarajevo, leading to the start of World War I?

Archduke Franz Ferdinand.

6. Which countries were part of the Triple Alliance? What was the new name given to the Triple Alliance during the war?

Germany, Austria-Hungary, and Italy.

The Central Powers.

7. Which countries were part of the Triple Entente? What was the new name given to the Triple Entente during the war?

Russia, France, and the United Kingdom.

The Allies.

8. What significant event occurred on May 7, 1915?

A German submarine sank the British passenger ship *Lusitania*.



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VETERANS

K

**What I
Know**

W

**What I
Wonder**

L

**What I
Learned**



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Day 4- African American Experiences During World War I

1. What roles did the War Department initially assign to black soldiers in the Army during wartime?

2. What types of job positions did black inductees get assigned to?

3. How many members of the 24th Infantry Regiment were indicted after the Houston incident?



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4. Why did white Southerners fear the idea of armed black men being trained to fight?

5. What led to the creation of two segregated infantry divisions by the War Department?

6. How did black officers' experiences in the military reflect racial prejudices and challenges?



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African American Experiences During World War I Key

1. What roles did the War Department initially assign to black soldiers in the Army during the wartime?

The War Department initially assigned black soldiers in the Army to serve mostly in Quartermaster and Engineer units, providing labor support both domestically and overseas.

2. What types of job positions did black inductees get assigned to?

The Navy restricted black inductees to menial positions, including service as ships' waiters.

3. How many members of the 24th Infantry Regiment were indicted after the Houston incident?

After the Houston incident, 110 members of the 24th Infantry Regiment were indicted.

4. Why did white Southerners fear the idea of armed black men being trained to fight?

White Southerners feared the prospect of armed black men being trained to fight as a danger to white supremacy.

5. What led to the creation of two segregated infantry divisions by the War Department?

The creation of two segregated infantry divisions by the War Department was led by outrage from the black community and press over the Houston court-martials and other racial injustices, along with the mobilization of black leaders who pressured the War Department for better protection of the rights of black soldiers and greater opportunities for them to fight.



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6. How did black officers' experiences in the military reflect racial prejudices and challenges?

Black officers faced constant challenges to their leadership and authority by white authorities in the military and had to overcome stereotypes that falsely labeled them as either cowards or incompetent, reflecting broader racial prejudices and challenges in society.



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Veteran Packet Notetaker

Assigned Veteran:

	Information from Source Packet
Early Life: Where was your veteran born? Where did they grow up?	
Parents: What were their parents' names? What did their parents do for work?	
Sibling(s): Did they have any brothers or sisters?	
Education: Where did they go to school growing up? Did they attend college? Do they have any degrees?	
Spouse: Who were they married to?	



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<p>Military Service: Where were they stationed? What were their assigned duties? Did they get recognized for any achievements?</p>	
<p>Death: When did your veteran pass away? Where are they buried?</p>	



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Day 6- Aftermath: African Americans Come Home

1. What laws enforced segregation and discrimination against African Americans in early twentieth-century America?
2. What organization assisted African American citizens and veterans during the difficult postwar period?
3. What postwar movement showcased African American artistic contributions to American society?



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4. Why did white men, especially in the South, fear African Americans returning from World War I?

5. How did the economic conditions for most African American veterans compare to the conditions they left behind before the war?

6. How did the experiences of African American veterans and their communities after World War I contribute to the fight for civil rights throughout the twentieth century?



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Day 6- Aftermath: African Americans Come Home Key

1. What laws enforced segregation and discrimination against African Americans in early twentieth-century America?

The laws that enforced segregation and discrimination against African Americans in early twentieth-century America were called "Jim Crow Laws."

2. What organization assisted African American citizens and veterans during the difficult postwar period?

The National Association for the Advancement of Colored People (NAACP) assisted African American citizens and veterans during the difficult postwar period.

3. What postwar movement showcased African American artistic contributions to American society?

The Harlem Renaissance was the postwar movement that showcased African American artistic contributions to American society.

4. Why did white men, especially in the South, fear African Americans returning from World War I?

White men, especially in the South, feared African Americans returning from World War I because they had been trained in weapons and warfare in the military.

5. How did the economic conditions for most African American veterans compare to the conditions they left behind before the war?

Most African American veterans returned to the same economic conditions they had left behind, facing discrimination and poor educational opportunities that limited their job prospects.



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6. How did the experiences of African American veterans and their communities after World War I contribute to the fight for civil rights throughout the twentieth century?

Despite facing significant discrimination and violence, African American veterans and their communities remained resilient and continued to fight for their rights. Their experiences and determination helped to gain more rights both in their communities and in the military throughout the rest of the twentieth century.



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The Forgotten: Experiences of African American Soldiers Before, During, and After World War I

Prompt: Write an informational essay about the experiences of African American soldiers before, during, and after World War I. Your essay must be based on ideas, concepts, and information from the variety of resources provided throughout the unit.

Manage your time carefully so that you can:

- read the passages;
- plan your response;
- write your response; and
- revise and edit your response.

Be sure to:

- use evidence from multiple sources; and
- avoid overly relying on one source.

Your response should be in the form of a multi-paragraph essay. Write your response in the space provided.



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Use the space below to plan your essay response:

Empty space for planning an essay response.



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Write your essay in the space provided.

Large empty rectangular box with horizontal lines for writing an essay.



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Lined writing area for notes or text.



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Blank lined area for notes or text.



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DBQ Essay Rubric

Criteria	5 Points	4 Points	3 Points	2 Points	1 Point
Thesis Statement	Clear thesis that addresses the prompt and provides a historically defensible argument.	Clear thesis that addresses the prompt. Argument is somewhat historically defensible.	Thesis addresses the prompt, but the argument is vague or not fully historically defensible.	Thesis attempts to address the prompt but is unclear or not relevant to the prompt.	No thesis statement provided.
Document Analysis	Thorough analysis of all or most documents with insightful connections to thesis and outside knowledge.	Analysis of most documents with clear connections to the thesis and some outside knowledge.	Analysis of some documents, but connections to thesis or outside knowledge are limited.	Limited analysis of documents with minimal connections to thesis or outside knowledge.	Little to no analysis of documents provided.
Use of Evidence	Effectively uses a wide range of specific evidence from documents and outside knowledge to support the thesis.	Uses specific evidence from documents and outside knowledge to support the thesis.	Uses some evidence from documents, but lacks specificity or relevance.	Evidence is general or not directly related to the thesis.	Little to no use of evidence from documents or outside knowledge.
Organization	Well-organized essay with a clear introduction, thesis,	Organized essay with clear introduction, thesis,	Organization is present but may be disjointed	Limited organization; essay lacks clear structure	Poor organization; lacks clear introduction



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Criteria	5 Points	4 Points	3 Points	2 Points	1 Point
Thesis Statement	Clear thesis that addresses the prompt and provides a historically defensible argument.	Clear thesis that addresses the prompt. Argument is somewhat historically defensible.	Thesis addresses the prompt, but the argument is vague or not fully historically defensible.	Thesis attempts to address the prompt but is unclear or not relevant to the prompt.	No thesis statement provided.
Document Analysis	Thorough analysis of all or most documents with insightful connections to thesis and outside knowledge.	Analysis of most documents with clear connections to the thesis and some outside knowledge.	Analysis of some documents, but connections to thesis or outside knowledge are limited.	Limited analysis of documents with minimal connections to thesis or outside knowledge.	Little to no analysis of documents provided.
Use of Evidence	Effectively uses a wide range of specific evidence from documents and outside knowledge to support the thesis.	Uses specific evidence from documents and outside knowledge to support the thesis.	Uses some evidence from documents, but lacks specificity or relevance.	Evidence is general or not directly related to the thesis.	Little to no use of evidence from documents or outside knowledge.
	body paragraphs, and conclusion that follow a logical progression.	body paragraphs, and conclusion. Logical progression may be	or lacks coherence.	or logical progression.	n, thesis, body paragraphs, or conclusion.



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Criteria	5 Points	4 Points	3 Points	2 Points	1 Point
Thesis Statement	Clear thesis that addresses the prompt and provides a historically defensible argument.	Clear thesis that addresses the prompt. Argument is somewhat historically defensible.	Thesis addresses the prompt, but the argument is vague or not fully historically defensible.	Thesis attempts to address the prompt but is unclear or not relevant to the prompt.	No thesis statement provided.
Document Analysis	Thorough analysis of all or most documents with insightful connections to thesis and outside knowledge.	Analysis of most documents with clear connections to the thesis and some outside knowledge.	Analysis of some documents, but connections to thesis or outside knowledge are limited.	Limited analysis of documents with minimal connections to thesis or outside knowledge.	Little to no analysis of documents provided.
Use of Evidence	Effectively uses a wide range of specific evidence from documents and outside knowledge to support the thesis.	Uses specific evidence from documents and outside knowledge to support the thesis.	Uses some evidence from documents, but lacks specificity or relevance.	Evidence is general or not directly related to the thesis.	Little to no use of evidence from documents or outside knowledge.
		somewhat lacking.			

Scoring Guide:



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- **5 Points:** Demonstrates exceptional understanding and mastery of all aspects of the DBQ essay. Thesis is clear, argument is complex and well-supported, evidence is specific and relevant, and the essay shows thorough analysis, contextualization, synthesis, and organization.
- **4 Points:** Shows a strong understanding and mastery of most aspects of the DBQ essay. May have minor deficiencies in one or two areas such as depth of argument or synthesis.
- **3 Points:** Demonstrates a basic understanding of the DBQ essay but with noticeable weaknesses in several areas such as thesis clarity, evidence use, or organization.
- **2 Points:** Shows limited understanding of the DBQ essay with significant weaknesses across multiple criteria. May have a vague thesis, weak use of evidence, or poor organization.
- **1 Point:** Fails to demonstrate understanding of the DBQ essay. May lack a thesis, use little to no evidence, or show poor organization and writing.



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