



The Comprehensive Inca DBQ Quality Checklist

Before you print your next stack of assignments, run them through this deep-dive evaluation. Are you testing history, or just basic reading comprehension? This expanded checklist ensures your materials actually demand critical thinking and meet the highest pedagogical standards.

1. Primary Source Integration & Historical Authenticity

- **Multiple Perspectives:** Does the worksheet include at least two contrasting primary sources? (For example, pairing a Spanish chronicler's translated text with an indigenous visual artifact like a Guaman Poma sketch).
- **Contextualized Vocabulary:** Are complex indigenous terms (*mita*, *ayllu*, *quipu*, *Sapa Inca*) embedded naturally within the historical texts rather than isolated in a basic glossary?
- **Bias Recognition:** Does the assignment prompt students to identify the potential bias or motive of the source's author?
- **Source Citation:** Are all text excerpts, diagrams, and historical images clearly labeled with their exact origin and approximate date?

2. Cognitive Demand & Analytical Task Design

- **Zero Surface Recall:** Are you actively avoiding single-word fill-in-the-blanks? (If a student can find the answer via a quick Google search, the question needs rewriting).
- **Evidence-Based Synthesis:** Do the writing prompts explicitly require students to cite specific quotes or data points from the provided documents?
- **Contrasting Claims:** Does the worksheet force learners to evaluate conflicting historical theories or viewpoints?
- **Scaffolded Progression:** Is there a logical flow guiding middle schoolers from analyzing a single image to writing a multi-paragraph synthesis?

3. Geographic & Spatial Reasoning

- **Topographical Accuracy:** Does the geography section use detailed elevation maps rather than flat, featureless outlines?
- **Terrain to Administration:** Does the task explicitly connect the harsh Andean environment to state-sponsored logistical strategies?
- **Agricultural Problem-Solving:** Are students asked to explain exactly how terracing and vertical microclimates solved specific survival issues?
- **Infrastructure Analysis:** Does the material challenge students to analyze the Qhapaq Ñan road network as a tool of military control versus simple communication?

4. Digital Accessibility & Universal Design (UDL)



- **Screen-Reader Compatibility:** If using a digital file, is the document fully OCR-scanned so text-to-speech software can read it without errors?
- **Visual Legibility:** Does the document utilize high-contrast text and clean formatting for neurodivergent learners?
- **Image Descriptions:** Do all archaeological diagrams and maps include descriptive captions detailing what the visual represents?
- **Adequate Writing Space:** Does the printable version provide enough physical blank space for students to draft full paragraphs? (We all know 7th graders write huge).