Document Based Question Analysis Unit Plan

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OTL502 – Learning Theories and Modules of Instruction

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**Document Based Question Analysis Unit**

The document based question (DBQ) is designed to test the student’s ability to simultaneously apply several historical thinking skills. These include historical argumentation, use of relevant historical evidence, contextualization, and synthesis. This lesson/unit plan should help students in their goals to dissect the question, to organize their thoughts, and to analyze the documents so that they can begin to write their essay.

**Ensuring Deep Knowledge**

This assignment focuses on Items 9 and 10 from *The Twelve Touchstones of Good Teaching* (Goodwin & Ross Hubble, 2013).

**Critical Thinking: Module 6**

**Step One: Add opportunities for students to process every 15 minutes.**

Since I am using the Workshop Model (Tovani, 2011), the opportunity to reflect is naturally built into the lesson. This model allows me to create a student-centered classroom where students drive the work, which allows me to walk around and serve as a facilitator. During the “Catch & Release” method, students will be able to take some time to reflect and process what else they might need or address anything that is still confusing or challenging. This methodology is also discussed by Goodwin and Ross Hubble (2013) when they talk about breaking learning into discreet chunks of time. During the “catch” time I pose questions that will challenge their thinking and help them draw connections between the author, the intended audience, themselves, and the world around them, and then I will “release” them with this new idea to think about or develop on their own.

**Step Two: Use the Six Essential C’s to assess everything in the lesson or unit to ensure that it has a purpose.** (These are labeled within the lesson plan.)

**Step Three: Add amount of time devoted to every activity in the lesson or unit.** (These are labeled within the lesson plan.)

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| **Stage 1 – Desired Results** | | |
| **Content Standard(s): (Module 2)**  Colorado History Standard 1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence. | | |
| **Unpacked Standard(s): (Module 2)**   * Evaluate a historical source for point of view and context * Create and defend a historical claim/argument using evidence from a primary or secondary source * Differentiate between fact and historical interpretation * Recognize author’s bias in the document | **Essential Questions: (Module 2)**   * How does point of view impact how history is interpreted? * Why are historical questions important? | |
| **Students will set their own personal goals by…. (Module 3)**   * Working with one another during class activities. * Peer-edit a classmate’s essay * Conference with me on their essay process * Cooperative learning through a class written DBQ | | |
| **Rules and Procedures (Module 5)**  **Class Rules:**   * Be open to discussion about the ideas, opinions and thoughts you present in class. * Actively listening to all members of the class. * Come prepared for class and take responsibility if this is not the case. * Be present. * Be flexible.   **Class Procedures:**   * **When Entering the Classroom:**    + When the bell rings, be seating and ready to go (notebooks out, homework ready, etc). * **Restroom Breaks:**   + If the pass is available, you may use it as long as it is not during instruction. * **Turning in Assignments:**   + During individual work time on Tuesday, leave your chapter notes open on the side of your desk.   + On Friday's place your chapter notecards in the bin at the front of the classroom. | | |
| **Stage 2 – Assessment Evidence Directly Aligned to Content Standard** | | |
| **Pre-Assessment, including analysis of the pre-assessment results. (Module 3)  Performance Task(s):**   * The goal of this lesson/unit is to help students analyze historical documents to accurately analyze and write an argumentative essay for the AP World History Exam. * Students will complete several POV statements and analyze multiple sources. * This final DBQ will include a proper inclusion of at least 6 of the 7 sources provided as well as 4 of those 6 sources accurately sourced via the requirements provided in the rubric. * A DBQ rubric will be used to assess this summative assessment.   \*\*As a culminating project, students will write a full DBQ for the AP World History Exam in May. | | |
| **Rubric: (Module 3)**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Contextualization** | **Thesis** | **Argument**  **Development** | **Use of Evidence** | **Sourcing the Documents** | **Outside Evidence** | **Synthesis** | | **1 point** | **1 point** | **1 point** | **1 point** | **1 point** | **1 point** | **1 point** | | Situates the argument by **explaining the broader historical events, developments, or processes** immediately relevant to the question.  Typically will consist of multiple sentences. | Has **acceptable** **thesis** that **makes a historically defensible claim** that responds to all parts of the question.  Must be located in introduction or conclusion of essay. | **Develops and supports a cohesive argument** that recognizes and **accounts for historical complexity**.  Essay shows a relationship among the sources through **contradiction, corroboration, and/or qualification.** | Specific and **accurate evidence is utilized from at least 6 of the sources** to appropriately address the prompt.  Showing understanding is insufficient. **Sources must be “deployed” to support thesis.** | **Explains the significance** of the author’s point of view, author’s purpose, historical context, and/or  audience **for at least four documents**. | **Provides** an example or additional piece of **evidence beyond those found in the documents** to support or qualify the argument.  Outside evidence cannot be simple facts; it **must be used to support and strengthen the argument**. | **Extends the argument** by FULLY explaining connections through either:  1. **A different region**  **2. A different time period**  3. **A different course theme or approach to history** that is not the focus of the essay.  **Must be used to strengthen thesis.** | | | |
| **Self or Peer Assessments (Module 5)**   * Students are given the essay rubric prior to writing. * Feedback will be given on students’ drafts. * Students will go through a “Writer’s Workshop” during the drafting process. * Students will peer-edit one another’s essays. | | **Formative Assessments, Summative Assessments, etc. (Module 3)**   * Sourcing Quiz (Warm Up) * PASTA Protocol (formative) * POV Statement Quizzes (Summative) * DBQ Essay Draft (Formative) * DBQ Essay (Summative) * Whip Around (Share Session)   **Differentiated Assessment Approaches:**  All IEP accommodations will be met, but overall, the final assessment is dictated by College Board Advanced Placement standards of assessment and performance. Other than some additional or extended time on assignments, students need to meet the College Board standards to earn a passing grade of 3 or above on the AP exam. |
| **Stage 3 – Learning Plan – Directly Aligned to Content Standard AND Assessments** | | |
| **Learning Activities: (Module 4)**   * Essential Question “Briefing” (5 minutes): This reminds students that we are focused on a specific historical thinking skill. It is a simple and short reminder to focus the class. **(Curiosity, Connection, Coherence)** * Pre-assessment (15 minutes): POV Practice (Warm-up) **(Connection)** * Mini-Lesson (10 minutes): PASTA Protocol **(Coherence)** * Unit Plan Learning Targets (10 minutes TOTAL): Self-assessment before, during, and after. **(Coherence, Connection, Context)** * Students will work through the sources in their groups to complete the PASTA Protocol (45 minutes, which includes the following two bullet points as well). **(Coherence, Concentration, Context)** * In this particular lesson, interacting with students will be done primarily through questioning and individual questioning/conferencing with students. **(Coaching)** * Student expectations are clearly stated and written on the board for reference. In addition, the tasks are listed in the Google Classroom for students to access outside of class. **(Coaching)** * “Catch & Release” will be used while students are working, which means that about every 10 minutes, I will have students share out their POV statements before moving on the next source. Alternatively, I will ask if anyone is struggling in analyzing the source, which will allow students to help one another by offering their own examples within their group. This will also help me determine who is struggling and who is excelling. **(Connection, Coherence, Concentration, Coaching)** * “Whip Around” (10 minutes) will be used to end the class period to assess student understanding or confusion. **(Context)** | | |
| **Stage 4 Feedback Strategies, including Timeliness (Module 5)** | | |
| Students will know what they need to improve and work towards mastery by through…   * DBQ rubric * Comments from peers on practice DBQ * Teacher’s comments on POV statement practice paragraphs * One-on-one meetings with students during the drafting process   \*\*\*After school opportunities will be given so students can conference individually for a more in depth look at their writing. | | |

References

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