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Understanding By Design-Document Analysis Lesson Plan-FINAL

OTL540 – Theory and Practice in Backwards Design

Colorado State University – Global Campus

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**Document Based Analysis Lesson Plan**

**Understanding By Design**

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| **Stage 1 – Desired Results** | | |
| **Content Standard(s):**   * History 1.a. Evaluate a historical source for point of view and historical context (DOK 2- 3) * History 1. b. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses (DOK 1-3) * History 1.c. Construct and defend a written historical argument using relevant primary and secondary sources as evidence (DOK 1-4) | | |
| **Understandings:**  Students will understand that…   * Point of view is critical in understanding how and why a source was written. * Evaluation of sources of information is crucial for understanding how accurate sources are regarding historical events. * Justifying arguments through reliable evidence strengthens a claim through use of ethos and logos. | **Essential Questions:**   * How does point of view impact how history is interpreted? * Why are historical questions important? * How do people use evidence to justify their claims/arguments? | |
| **Student objectives (outcomes):**  Students will know and be able to…   * 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 | **Students will build relationships by…**   * Work in groups to analyze primary source documents. * Working in pairs to check work and practice writing POV statements. * Working with the teacher to develop claims and show use of evidence. | |
| **Stage 2 – Assessment Evidence** | | |
| **Performance Task(s):**   * **“GRASPS”** * **Goal:** students analyze historical documents to accurately analyze and write an argumentative essay for the AP World History Exam * **Role:** each student will complete several Point of View (POV) statements and analyze multiple sources. * **Audience:** students will address the AP readers and their teacher (myself) * **Situation:** students must demonstrate their ability to analyze documents through a full DBQ for the AP World History Exam. * **Product:** Students will write a DBQ that 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. * **Standards/Criteria:** A rubric will be distributed to students before they start work on the DBQ essay to help guide and assess their work in progress. The rubric will be used to assess their writing. \*\* | | |
| **Self-Assessments**   * 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. * Students will work in collaborative groups to determine authorial bias of documents. * Students will self-reflect on analysis attempts throughout the unit/lesson. | | **Other Evidence (assessments)**   * 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** | | |
| **Learning Activities:**  •Essential Question “Briefing” (5 minutes): Take the time to review previous learning, and connect learning to the day’s objectives. Students share/discuss their ideas in pairs. This reminds students that we are focused on a specific historical thinking skill. It is a simple and short reminder to focus the class. (Hook, Relationship)  •Pre-assessment (15 minutes): POV Practice (Warm-up) (Where, Explore, Relevance)  •Mini-Lesson (10 minutes): PASTA Protocol  Students will learn the protocol used for analyzing sources for Purpose, Audience, Situation, Tone and Authorial Bias. (**E**quip, **R**igor, **R**elevance)  •Guided Practice: Students will work through the sources in their groups to complete the PASTA Protocol through model, demonstrate, and lead students to practice learning skills. 15 minutes spent per source (**E**xplore, **E**quip, **R**ethink)  •In this particular lesson, interacting with students will be done primarily through questioning and individual questioning/conferencing with students. (**R**ethink, **E**valuate)  •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. (**R**elevance, **R**ethink, **E**valuate)  •“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. (**R**elationship, **R**igor, **R**elevance)  •“Whip Around” (10 minutes) will be used to end the class period to assess student understanding or confusion. Students are given time to process their learning in pairs, groups, or individually through summary questioning, graphic organizers, and rubrics. (**R**ethink, **E**valuate, **R**igor, **R**elevance)  ***Day 1***  **Learning Activities:**  **POV Pre-Assessment:** Students will be given a set of three small excerpts and must attempt to paraphrase, discover the tone of the document and decipher why the piece was written (author’s bias).  **Warm Up**-Have students talk with shoulder partners to consider the following questions:  1. How do historians “do” history?  2. What is the difference between a primary and a secondary source?  3. What are some problems that might arise when using primary sources?  **Mini Lesson:**  Appropriate Use of Historical Evidence defined:  Historical thinking involves the ability to describe and evaluate evidence about the past from diverse sources (written docs, works of art, artifacts, oral traditions, and others) and requires the student to pay close attention to the content, authorship, purpose, format and audience of such sources. It involves the capacity to extract useful information, make supportable inferences, and draw conclusions from evidence, while also noting context, recognizing its limitations, and assessing the point of view it represents.  Explain that PASTA is a methodology to quickly assess and analyze primary sources.  Almost all elements of PASTA, if done well, may earn points on the APWH scoring rubric for DBQs:  1. Purpose  2. Author’s Point of View  3. Subject and Context  Tone -Does not generate a point by itself (must be included with other elements)  4. Audience  **Model then Guided Practice**  Sourcing the Document  First sentence—Cite the author, paraphrase source content, and assign a tone word.  Next 1-2 sentences—Provide your analysis by focusing on  1. author’s point of view/bias  (what informs their position/how does your position affect your point of view)  2. document purpose  3. historical situation  4. intended audience  (Pick ONE of the above categories)  **Materials Needed:** -Copies of Sourcing Document Notes sheet  -Copies of Primary Source Documents for analysis  -PPT on PASTA protocol  ***Day 2 (and so on) Activities:***  **Warm Up-**Students review PASTA by doing a quick protocol for an excerpt from the *Declaration of Independence*.  **Model and Guided Practice:**  Students will receive a full set of documents related to a prompt for a Document Based Question. The teacher will model the PASTA protocol for the first of the seven. Then students will get into their learning pods to do one of the six assigned to them. Students will be given 20 minutes to analyze for PASTA and then attempt to write their 2 sentence POV statements.  Students will upload their POV statement to Google Classroom where a class discussion on the source and feedback on the analysis will be held.  \*\*Given that this is a skill that will take a great amount of time to master, the practice will be incorporated throughout other lessons during the school year with the content in the primary sources changing to reflect the current content being studied. | | |
| **Feedback Strategies** | | |
| * Students will receive peer feedback during many stages of the lesson. For instance, during the pre-assessment stage of lesson students will be hearing their peer’s opinions. Students will also hear peer opinions during the closing/summary part of the lesson when the peer groups discuss their partner POV statements with one another. They will be using the “warm and cool” technique. When giving feedback about what the peer student did well it is “warm” and what they “raise the temperature” on for next time is “cool,” (Assessment for Learning, n.d.). * Students will receive timely one-on-one feedback during the guided/independent practice section of the lesson when they are writing their DBQ essay. The teacher will go around to each student, individually and see what each student needs or if they have concerns. The questions that the instructor asks the students individually will be based on the “Weekly Feedback Form” provided in *Understanding by Design* (Wiggins, G. & McTighe, J., 2006). * The teacher will provide timely, actionable, and goal related feedback via the rubric designed for this lesson (Wiggins, 2012). The teacher will show each student the rubric before the lesson (not filled out) and after the lesson (after it has been filled out) to show students how they did. This rubric will go in their student file folders as an ongoing formative assessment. This will then be used as a comparison for the following DBQ essay attempts in the upcoming semester. * Students will use the graded rubric for their first DBQ essay as a baseline for setting goals on what they would like to achieve by the final DBQ essay in May. Students will record their missed items on the rubric for each remaining DBQ and focus on fixing one of said missing items each essay (contextualization, use of evidence, etc.) and record their progress. Given that we cannot use the one for their actual AP Exam (as they will not have that data until July) we will use the DBQ from their final practice exam and have students reflect on progress from the first DBQ. | | |

\*\*See AP DBQ Rubric below

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| Introductory Paragraph | | Use of Evidence | | Analysis and Reasoning | |
| **Thesis** | **Contextualization** | **Document Use** | **Outside Evidence** | **Sourcing** | **Complexity** |
| **1 point** | **1 point** | **1 or 2 points** | **1 point** | **1 point** | **1 point** |
| Has **acceptable** **thesis** that **makes a historically defensible thesis/claim** that responds to all parts of the question.  **Includes categories for analysis and the time period.**  Must be located in introduction or conclusion of essay. | Situates the argument by **describing a broader historical context** relevant to the prompt.  **The response must bridge the topic** of the prompt **to broader historical events, developments, or processes** that occur before, during, or continue after the time frame of the question.  This point is not awarded for merely a phrase or reference. | **Addresses the topic** of the prompt **by correctly using** evidence of at least **THREE documents.**  (1 point)  OR  **Supports an argument by correctly using** evidence of at least **SIX documents.**  (2 points)  Documents appropriately grouped into paragraphs with strong topic sentences. | **Provides** **at least one piece** of specific historical evidence (**beyond that found in the documents)** relevant to an argument about the prompt.  Outside evidence cannot be more than a phrase or reference; **evidence** **must be used to support and strengthen the argument**. | **For at least three documents**, **explains**  **how or why** the document’s  **-Purpose,**  **-Audience,**  **-Sit. context,**  **OR**  **-Author’s POV**  **is relevant** to the argument of the essay.  Essay must explain why sourced docs are relevant to the prompt. | **Demonstrates a complex understanding** by **using evidence to corroborate, qualify, or modify an argument** that addresses the question.  Essay **directly compares** **sources** in each body paragraph.  Essay **uses appropriate reasoning skills.**  Essay **uses synthesis** in conclusion. |

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