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UbD Template with all Standards and Essential Questions

OTL540 – Theory and Practice in Backwards Design

Colorado State University – Global Campus

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12/03/2017

**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) * History 1. d. Differentiate between facts and historical interpretations, recognizing that a historian’s narrative reflects his or her judgment about the significance of particular facts (DOK 2-3) * History 2.a. Evaluate continuity and change over the course of world history (DOK 1-3) * History 2. b. Investigate causes and effects of significant events in world history (DOK 1-2) | | |
| **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. * People respond to and resolve conflicts in a variety of ways. * The study of political, social and economic patterns reveals continuity and change over time. * Experience changes the way individuals view the world and their reactions to events. * Justifying arguments through reliable evidence strengthens a claim through use of ethos and logos. * Multiple claims can be made on the same topics, dependent upon the evidence used and how the sources are interpreted. * Given that perspective changes everything, this allows for open dialogue of worldview and better allows students to understand both historical and current perspectives. | **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? * Why do societies/countries face revolution? * What causes change over time? * How does a person’s position and experience alter their view of events? * How do people use evidence to justify their claims/arguments? * How do we determine if a source is accurate? | |
| **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 * Given that many sources of information are up to interpretation, discussion remains open ended, allowing for individual thought. | **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. * Students can take turns sharing their interpretations of a variety of sources and create an open dialogue surrounding various topics in seminar or less formal discussion settings. | |
| **Stage 2 – Assessment Evidence** | | |
| **Performance Task(s):**   * **“GRASPS”** * **Goal:** * **Role:** * **Audience:** * **Situation:** * **Product:** * **Standards/Criteria:** | | |
| **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)**  **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): \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Warm-up) (Where, Explore, Relevance)  •Mini-Lesson (10 minutes):  (**E**quip, **R**igor, **R**elevance)  •Guided Practice: Students will work through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(**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. Alternatively, I will ask if anyone is struggling, 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)  from evidence, while also noting context, recognizing its limitations, and assessing the point of view it represents. | | |
| **Feedback Strategies** | | |
| * Direct teacher to student and student to teacher feedback. * Weekly feedback form—“What worked? What didn’t work?” (Wiggins & McTighe, 2006), peer evaluations. * Direct teacher to student feedback, essay portfolios and peer evaluation. * Essay portfolios, direct student to teacher and teacher to student feedback, and peer evaluation. * Google Forms * Semester Reflection Sheet | | |

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