Requirements for Lesson Plan B & C
Part B: Due October 29th

The Summative Assessment
Create a D.B.Q. for your grade level that includes:

- Essential Question with directions
- Brief description of historical & geographical context (2-3 sentences)
- 6 Documents
- 2 Scaffolding questions per document
- List of Relevant Outside Information (10-12)
- Scoring Rubric
- Justification
Justification

Write a 1 paragraph summary of how this D.B.Q. assessment allows you to evaluate the depth of your students’ learning of the specific content standard, Common Core skills, and geographic connection.
Part C: Due November 5th

- Overview/Rationale
- Materials
- Instructional Strategies
- Gersmehl’s Geography Connections
- Step-by-Step Procedure
Overview/Rationale

- Brief Paragraph of 5-6 sentences

- Describe the historical and geographic context of your lesson in the scope of U.S. history
Materials

0 Include copies of additional worksheets (other than those created for your Primary Sources)

0 List any supplies needed to carry out your Step-by-Step Procedure
Instructional Strategies

- Include at least 2 strategies from your “Toolbox” to teach the content or skills
- List these 2 strategies under this heading, but incorporate them into your Step-by-Step Procedure
- These can also be your Formative Assessments used as “checks along the way” (ie. Brilliant generalizations, Thumbs up/Thumbs down; Think/Pair/Share)
Gersmehl’s Geography Connections

- Include at least 3 ideas and/or activities from our Text
- May come from chapters and/or activities in Transparency section (pgs 179-303)
- May be part of a brief lecture
- May be used as an activity
- Incorporate these 3 in your Step-by-Step Procedure
Step-by-Step Procedure

- Describe what students will specifically **do** during the 2 class periods (45 min. each) to prepare them for the learning outcomes
- Describe what the teacher will do to guide the learning
- Describe activities that will address your Content & CCSS objectives
- Include at least 1 Formative Assessment in each of the two periods to check students’ learning (these should come from your “Toolbox”)
- Include directions for students to analyze your 2 Primary Source documents, using the worksheets you created
What is a D.B.Q.

Document-Based Questions

- Definition

- Connections to Common Core
Sample D.B.Q.’s

Look at the 11th grade Sample for:
0 Task/Essential Question
0 Document selections – Content & Organization
0 (We’ll look at Scoring Rubric next class)

Think about: What “works” / A problem / A question
In Pairs: Create a list of 10 pieces of relevant
Outside Information
How to teach students to take a D.B.Q.

Review the Handout....

Any questions?
How to create a D.B.Q.

1. Formulate an Essential Question
2. Gather Sources/Documents
3. Organize Sources/Documents
4. Write up the Essay directions
5. Create a list of Relevant Outside Info
6. Create a Scoring Rubric
1. **Formulate your Essential Question**

   ○ Use your Lesson plan question that addresses your content standard
How to create a D.B.Q.

2. **Gather (6) Sources**

- Locate primary source documents
  (may use also use secondary sources; i.e. maps)
- Use a variety of sources; i.e. speeches, political cartoons, maps, charts, graphs, songs, laws
- Excerpt from the document
- Try to select documents students haven’t seen before
  (may use 1 they have seen)
- Provide proper citations for each document
8 Modes of Spatial Thinking

- Comparison
- Aura
- Region
- Transition
- Hierarchy
- Analog
- Pattern
- Association
How to create a D.B.Q.

3. Organize Sources/Documents

- Chronological
- Point/Counterpoint
- Political, Social/Cultural, Economic
How to create a D.B.Q.

4. **Write up the Document-Based Essay assignment**

- Write a clear set of directions
- Write a brief description of the historical & geographic context
- Generate 2 Scaffolding questions for each document: Understanding & Synthesis
How to create a D.B.Q.

5. Create a List of Relevant Outside Information
   (10-12 items)

6. Create a Scoring Rubric
Westward Expansion D.B.Q.

Work in non-grade level groups of 3

- Read the Essay question & all 8 documents
- For each document, create 2 questions:
  1 for understanding & 1 for synthesis
- Create a list of Relevant Outside Information
  10-12 items