



Requirements for  
Lesson Plan B & C

# Part B: Due October 29<sup>th</sup>

## The Summative Assessment

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

- o Essential Question with directions
- o Brief description of historical & geographical context (2-3 sentences)
- o 6 Documents
- o 2 Scaffolding questions per document
- o List of Relevant Outside Information (10-12)
- o Scoring Rubric
- o 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 5<sup>th</sup>

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

# Overview/Rationale

- o Brief Paragraph of 5-6 sentences
- o Describe the historical and geographic context of your lesson in the scope of U.S. history

# Materials

- Include copies of additional worksheets (other than those created for your Primary Sources)
- List any supplies needed to carry out your Step-by-Step Procedure



# Instructional Strategies

- o Include at least 2 strategies from your “Toolbox” to teach the content or skills
- o List these 2 strategies under this heading, but incorporate them into your Step-by-Step Procedure
- o 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

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



# Step-by-Step Procedure

- o Describe what students will specifically **do** during the 2 class periods (45 min. each) to prepare them for the learning outcomes
- o Describe what the teacher will do to guide the learning
- o Describe activities that will address your Content & CCSS objectives
- o Include at least 1 Formative Assessment in each of the two periods to check students' learning (these should come from your "Toolbox")
- o 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

- o Definition
- o Connections to Common Core

# Sample D.B.Q.'s

Look at the 11<sup>th</sup> grade Sample for:

- o Task/Essential Question
- o Document selections – Content & Organization
- o (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

# How to create a D.B.Q.

## 1. Formulate your Essential Question

- o Use your Lesson plan question that addresses your content standard



# How to create a D.B.Q.

## 2. Gather (6) Sources

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

# 8 Modes of Spatial Thinking

- o Comparison
- o Aura
- o Region
- o Transition
- o Hierarchy
- o Analog
- o Pattern
- o Association





# How to create a D.B.Q.

## 3. Organize Sources/Documents

- o Chronological
- o Point/Counterpoint
- o Political, Social/Cultural, Economic



# How to create a D.B.Q.

4. Write up the Document-Based Essay assignment
  - o Write a clear set of directions
  - o Write a brief description of the historical & geographic context
  - o 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**

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