

P.Cert.DBQ Social Studies

Content Area: **Social Studies**
Course(s):
Time Period: **May**
Length: **2 weeks**
Status: **Published**

Unit Overview

This unit explores the ancient cultures of Mesopotamia and Egypt as they developed into successful civilizations using the Document Based Question process.

Enduring Understandings

Document based question research can help us learn about past civilizations.

Essential Questions

How did the ancient cultures of Mesopotamia and Egypt develop into successful civilizations?

Instructional Strategies & Learning Activities

Day 1	Day 2	Day 3	Day 4
<p>Aim:</p> <p>Introduce Document Based Question and the Structure of the Essay</p> <p>Procedure:</p> <ol style="list-style-type: none">1. Write a paragraph answer to the DBQ.2. View 5 Paragraph Essay 10:15: https://www.youtube.com/watch?v=8X5WoCHhtCM3. Give out diagram handout and students write one note about what is learned.	<p>Aim:</p> <p>Use secondary source to detail prior knowledge</p> <p>Procedure</p> <ol style="list-style-type: none">1. Actively read the Structure of the DBQ	<p>Aim:</p> <p>Use secondary source to detail prior knowledge</p> <p>Procedure:</p> <ol style="list-style-type: none">1. Pair read the Structure of the DBQ Essay	<p>Aim:</p> <p>Mummy Escape Room Activity</p> <p>Procedure:</p> <ol style="list-style-type: none">1. Students who owe work will complete the work.2. Students pair up and complete the Escape Room

<p>4. Review DBQ RUBRIC.</p> <p>5. Explain DBQs and the process of analyzing primary sources to write an essay:</p> <p>http://prezi.com/icxuro4mvtmz/?utm_campaign=share&utm_medium=copy</p> <p>Assessment:</p> <p>Structure of the Essay visual</p> <p>Standards:</p> <p>6.2.A-D specifically 6.2.8.D.2.d</p> <p>Homework:</p> <p>Read the Writing Toolkit packet in GC</p>	<p>Essay handout.</p> <p>2. Use the TCI Writing Toolkit resource attached in Google Classroom to discuss primary vs. secondary sources.</p> <p>3. Using the TCI textbook, write all key Ancient Egypt (C7- 9) data using specific detail noted on the text pages onto the DBQ T-Chart in Google Classroom.</p> <p><i>C Sullivan copied and highlighted the TB data. Copies available.</i></p> <p>Assessment:</p> <p>DBQ T- Chart</p>	<p>handout.</p> <p>2. Review primary vs. secondary sources attached into Google Classroom.</p> <p>3. Examine last night's T-Chart entries. If the text has four pages listed but you only wrote three facts, is this complete? No.</p> <p>4. Using the TCI textbook, write all key Mesopotam ia (C5-6) data using specific detail noted on the text pages onto the DBQ T- Chart in Google Classroom. on Day 2.</p> <p><i>C Sullivan copied and highlighted the TB data. Copies available.</i></p> <p>Assessment:</p>	<p>activity using</p> <ul style="list-style-type: none"> • Main idea • Hieroglyphs • Poetry • Mathematics <p>to then reassemble the broken medallion to exit the activity.</p> <p>3. Students have thirty minutes-time limit-to break out.</p> <p>4. Exit slip is completed to be exchanged for a prize.</p> <p>5. Lock posters and unlocking sound effect used.</p> <p>Assessment:</p> <p>Escape Room project;</p> <p>Homework:</p> <p>None</p> <p><i>Mrs. Laman has escape room devices.</i></p>
---	--	---	--

		Standards t: : 6.2.A-D Homework: Finish DBQ T-Chart for Ancient Egypt in GC	Standards: 6.2.A-D Homework: Finish DBQ T-Chart
--	--	---	--

Day 5	Day 6+	Day 7	Day 8
Aim: Analyze DBQ Packet Documents 1-6 Procedure: 1. Print each DBQ T-Chart. 2. Display the DBQ Documents Packet. Read page 1 and directions #1-3. 3. In DBQ Documents Packet, read direction #4 orally. 4. Complete Document 1 as a class. Remind students to interact with both the data as well as the primary	Aim: Develop Documents GO Procedure: 1. Review DBQ Documents Packet 1-6 answers using key. 2. Examine Documents Graphic Organizer Doc GO . 3. Complete Documents Graphic Organizer using Document 1 together. The main idea section should be completed together as this will lead into the “parenthetical citation” to the essay.	Aim: Begin DBQ Essay GO: Thesis Procedure: 1. Review Doc GO . 2. Show formatting for heading and ¶: tab indent, line spacing, font, size, eliminating extra spacing after paragraphs... 3. Examine DBQ Essay Graphic Organizer. 4. Orally read the Writing Toolkit’s Developing a Thesis Statement. 5. Review the Doc GO to determine which documents support	Aim: Cite the source(s) within the first body paragraph. Procedure: 1. Review Thesis statement. 2. View Essay video again: https://www.youtube.com/watch?v=8X5WoCHhtCM 3. Orally read Writing Toolkit’s three Writing Body Paragraphs pages. 4. Examine supporting details section of graphic organizer. (1 of 3 details must be a quote from documents). 5. Review citation of documents (parenthetical citations) within a body paragraph using sample of “Constitution.” 6. Go to t-chart and circle the characteristic data. Go to Doc GO and circle data. Use this data to write the first body paragraph onto DBQ Essay GO. Assessment:

<p>source.</p> <p>5. In pairs, complete DBQ Documents Packet #2-6.</p> <p>Assessment:</p> <p>DBQ t-chart;</p> <p>Standards:</p> <p>6.2.A-D</p> <p>Homework:</p> <p>Finish DBQ Documents Packet #2-6</p>	<p>4. Remind students to place more than one characteristic if applicable for the last column.</p> <p>5. Students complete Doc GO. <i>Laminated Documents may be useful for them to see all on one page.</i></p> <p>This may be worthy to complete in two days together.</p> <p>Assessment:</p> <p>Documents Packet 1-6</p> <p>Standards:</p> <p>6.2.A-D</p> <p>Homework:</p> <p>Finish Document GO</p>	<p>characteristics.</p> <p>6. Complete introduction's thesis statement on DBQ Essay GO.</p> <p>7. Distribute Transition Sheet. Check off as used to avoid repetition of transitions.</p> <p>Assessment:</p> <p>DBQ Documents GO</p> <p>Standards:</p> <p>RH 6.1, 6.2, 6.7</p> <p>Homework:</p> <p>Review Doc GO</p>	<p>DBQ Essay GO</p> <p>Standards:</p> <p>RH 6.1, 6.2, 6.7</p> <p>Homework:</p> <p>Finish Body Paragraph #1 in Essay GO</p>
--	---	---	--

Day 9	Day 10	Day 11	Day 12
<p>Aim:</p> <p>Revise the body paragraph and develop next body paragraph.</p> <p>Procedure:</p> <p>1. Check DBQ Essay GO.</p> <p>2. Examine thesis and body paragraph</p>	<p>Aim:</p> <p>Conference the body paragraph 1; view Ancient Egypt video</p> <p>Procedure:</p> <p>1. Check DBQ Essay GO for body ¶</p> <p>2. If not done, do now.</p> <p>2. Show video</p>	<p>Aim:</p> <p>Revise the body paragraph and write third body paragraph.</p> <p>Procedure:</p> <p>1. Check DBQ Essay GO.</p> <p>2. Review Structure of the</p>	<p>Aim:</p> <p>Examine how to write the introduction and conclusion to the DBQ.</p> <p>Procedure:</p> <p>1. Review the thesis and 3 body paragraphs while checking them in GC for HW score.</p> <p>2 View How to Write a Hook.</p> <p>https://www.youtube.com/watch?v=Rnq17dyxyu4</p>

<p>1 formatting.</p> <p>3. Review parenthetical citations using Constitution example and Are the Citations accurate display.</p> <p>4. Display citations while having students revise own onto DBQ Essay GO.</p> <p>5. Type body paragraph 1 into Google Classroom and turn in.</p> <p>6. Write body paragraph 2 into DBQ Essay GO.</p> <p>Assessment:</p> <p>DBQ Essay GO and typed GC /4</p> <p>Standards:</p> <p>RH 6.1, 6.2, 6.7</p> <p>Homework:</p> <p>Finish Body Paragraph 2 in Essay GO; DBQ Quiz Day 15</p>	<p>while conferencing.</p> <p><i>Egypt's Golden Empire</i></p> <p>3. For conferencing one on one, students bring the Essay GO, yellow Documents GO, and pink DBQ T-Chart.</p> <p>4. Conferencing one on one:</p> <ul style="list-style-type: none"> - laminated primary sources to see possible plagiarism - examine sample body paragraph - analyze own (printed) body ¶ 1 - student revises body ¶ 1 <p>Assessment:</p> <p>DBQ Essay GO</p> <p>Standards:</p> <p>DBQ Essay GO</p> <p>Assess only GO not typed</p> <p>Standards:</p> <p>RH 6.1, 6.2, 6.7</p> <p>Homework:</p> <p>Finish body ¶ 1 revision in GC; revise body ¶ 2 in Essay GO; DBQ Quiz Day 15</p>	<p>DBQ Essay.</p> <p>3. Examine body paragraph 2. Distribute DBQ: Common Necessary Revisions in Body Paragraphs and discuss. Students enhance body ¶ 2 on GO.</p> <p>4. Type body ¶ 2.</p> <p>5. Continue conferencing with each student for body ¶ 1.</p> <p>6. Students write body ¶ 3 into DBQ Essay GO.</p> <p>Assessment:</p> <p>DBQ Essay GO</p> <p>Assess only GO not typed</p> <p>Standards:</p> <p>RH 6.1, 6.2, 6.7</p> <p>Homework:</p> <p>Finish Body Paragraphs in DBQ Essay GO; Type Body Paragraphs;</p> <p>DBQ Quiz Day 15</p>	<p>3. Orally read the Writing Toolkit's Writing the Introduction.</p> <p>4. Read Writing Toolkit's Writing the Conclusion.</p> <p>5. Show the Intro paragraph on the smart board and distribute the conclusion. Discuss.</p> <p>Assessment:</p> <p>DBQ Essay GO & GC /4 HW</p> <p>Standards:</p> <p>RH 6.1, 6.2, 6.7</p> <p>Homework:</p> <p>Complete the DBQ Review sheet to prepare for Quiz Day 15</p>
Day 13	Day 14	Day 15	Day 16-26

<p>Aim:</p> <p>Develop the introduction and conclusion to the DBQ GO.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Review the DBQ review sheet. 2 View the PPT for Intro & Conclusion. 3. Review the DBQ GO page for Introduction and Conclusion. 4. Write the Introduction and Conclusion in Essay GO: <ul style="list-style-type: none"> -Thesis and reworded thesis -Hook and Transition -Connection to hook -Final sentence to modern times <ol style="list-style-type: none"> 5. Add works cited page using Easy Bib. <p>Assessment:</p> <p>DBQ Essay GO</p> <p>Assess only GO not typed</p> <p>Standards:</p> <p>RH 6.1, 6.2, 6.7</p>	<p>Aim:</p> <p>Edit the DBQ Essay</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Check HW: DBQ Essay Draft for score /4. 2. Read Writing Toolkit's Revising: Improving your Essay. 3. Using typed essay, complete the partner's revision checklist. 4. Return to owner and complete self-revision checklist. 5. Then make necessary revisions. 6. Add works cited page using Easy Bib as needed. <p>Assessment:</p> <p>DBQ Essay in GC to print and evaluate</p> <p>Standards:</p> <p>RH 6.1, 6.2, 6.7</p> <p>Homework:</p> <p>Make changes and Turn in DBQ Essay; DBQ Quiz</p>	<p>Aim:</p> <p>Evaluate the final draft of DBQ Essay.</p> <p>Procedure:</p> <p>Print the student DBQ Essays.</p> <ol style="list-style-type: none"> 1. Complete DBQ quiz. 2. Return paragraph answers to DBQ. Examine growth in knowledge and writing! 3. Students examine rubric and self-assess by circling the score in each box. 4. Students completes reflection sheet on back of rubric. 5. Hand in DBQ essay stapled in this order: <p>DBQ Paragraph, Published Essay, Essay GO, Reflection, T-Chart, Doc GO, and Rubric.</p> <ol style="list-style-type: none"> 5. View <i>What Is Religion?</i> Video. <p>Assessment:</p> <p>DBQ Quiz;</p> <p>Published DBQ</p> <p>Standards:</p> <p>RH 6.1, 6.2, 6.7</p> <p>Homework:</p>	<p><i>Evaluate the DBQ and then review by conferencing with each writer in Social Studies, Lunch, and Supervised Study.</i></p> <p><i>Log Test score.</i></p>
---	--	---	---

Homework:		None!	
Type and RESUBMIT the DBQ Essay draft.			

Integration of 21st Century Themes and Skills

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology Integration

Google Classroom

online textbook and features

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
------------	--

Interdisciplinary Connections

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Differentiation

Differentiation:

Prezi: http://prezi.com/icxuro4mvtmz/?utm_campaign=share&utm_medium=copy

Use the additional support graphic organizers to show the step by step and formulas to generate each part of the essay.

Highlighted textbook data for the T-Chart Google Classroom assignment

Laminated Primary Source Documents sheet used for easy access to body paragraph data

Submit the data daily to offer constructive feedback.

Tiered support DBQ Essay Graphic Organizers

Purposeful seating based on diagnostic results of DBQ paragraph on DAY 1

Green Admit passes for students to come to school in the early morning for one to one extra help.

Sample paragraphs to show and explain.

Modifications & Accommodations

Utilize IEP and 504 accommodations

Benchmark Assessments

sentence construction

paragraph writing

DBQ

Formative Assessments

See assessment in lesson plans above.

Summative Assessments

See assessments in lesson plans above

Instructional Materials

History Alive! textbook series

See materials listed in lesson plans above.

Standards

LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.6-8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.WHST.6-8.2.A	Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.WHST.6-8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

LA.WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

SOC.6.2.8.D.2.b

Explain how the development of written language transformed all aspects of life in early river valley civilizations.

SOC.6.2.8.D.2.d

Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

SOC.6.2.8.D.2.c

Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.