May 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
Aim: Introduce Document Based Question and the Structure of the Essay **Procedure:** 1. Write a paragraph answer to the DBQ. 2. View 5 Paragraph Essay 10:15: https://www.youtube.com/watch?v=8X5WoCHhtCM 3. Give out diagram handout and students write one note about what is learned.	**Aim:** Use secondary source to detail prior knowledge **Procedure:** 1. Actively read the Structure of the DBQ	**Aim:** Use secondary source to detail prior knowledge **Procedure:** 1. Pair read the Structure of the DBQ	**Aim:** Mummy Escape Room Activity **Procedure:** **Procedure:** 1. Students who owe work will complete the work. 2. Students pair up and complete the Escape Room activity

4. Review DBQ RUBRIC. 5. Explain DBQs and the process of analyzing primary sources to write an essay: http://prezi.com/icxuro4mvtmz/?utm_campaign=share&utm_medium=copy **Assessment:** Structure of the Essay visual **Standards:** 6.2.A-D specifically 6.2.8.D.2.d **Homework:** Read the Writing Toolkit packet in GC	Essay handout. 2. Use the **TCI Writing Toolkit** resource attached in Google Classroom to discuss primary vs. secondary sources. 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. *C Sullivan copied and highlighted the TB data. Copies available.* **Assessment:**	Essay handout. 2. Review primary vs. secondary sources attached into Google Classroom. 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. 4. Using the TCI textbook, write all key Mesopotamia (C5-6) data using specific detail noted on the text pages onto the DBQ T-Chart in Google Classroom. on Day 2. *C Sullivan copied and highlighted the TB data. Copies*	using • Main idea • Hieroglyphs • Poetry • Mathematics to then reassemble the broken medallion to exit the activity. 3. Students have thirty minutes-time limit-to break out. 4. Exit slip is completed to be exchanged for a prize. 5. Lock posters and unlocking sound effect used. **Assessment:** Escape Room project; **Homework:** None *Mrs. Laman has escape room devices.*

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

class. Remind students to interact with both the data as well as the primary source. 5. In pairs, complete DBQ Documents Packet #2-6. **Assessment:** DBQ t-chart; **Standards:** 6.2.A-D **Homework:** Finish DBQ Documents Packet #2-6	together as this will lead into the "parenthetical citation" to the essay. 4. Remind students to place more than one characteristic if applicable for the last column. 5. Students complete **Doc GO**. *Laminated Documents may be useful for them to see all on one page.* **This may be worthy to complete in two days together.** **Assessment:** Documents Packet 1-6 **Standards:** 6.2.A-D **Homework:** Finish **Document GO**	Thesis Statement. 5. Review the **Doc GO** to determine which documents support characteristics. 6. Complete introduction's thesis statement on DBQ Essay GO. 7. Distribute Transition Sheet. Check off as used to avoid repetition of transitions. **Assessment:** DBQ Documents GO **Standards:** RH 6.1, 6.2, 6.7 **Homework:** Review **Doc GO**	first body paragraph onto DBQ Essay GO. **Assessment:** DBQ Essay GO **Standards:** RH 6.1, 6.2, 6.7 **Homework:** Finish Body Paragraph #1 in Essay GO

Day 9	Day 10	Day 11	Day 12
Aim: Revise the body paragraph and develop next body paragraph. **Procedure:**	**Aim:** Conference the body paragraph 1; view Ancient Egypt video **Procedure:**	**Aim:** Revise the body paragraph and write third body paragraph. **Procedure:**	**Aim:** Examine how to write the introduction and conclusion to the DBQ. **Procedure:** 1. Review the thesis and 3 body paragraphs while

1. Check DBQ Essay GO. 2. Examine thesis and body paragraph 1 formatting. 3. Review parenthetical citations using Constitution example and Are the Citations accurate display. 4. Display citations while having students revise own onto DBQ Essay GO. 5. Type body paragraph 1 into Google Classroom and turn in. 6. Write body paragraph 2 into DBQ Essay GO. **Assessment:** DBQ Essay GO and typed GC /4 **Standards:** RH 6.1, 6.2, 6.7 **Homework:** Finish Body Paragraph 2 in Essay GO; DBQ Quiz Day 15	1. Check DBQ Essay GO for body ¶ 2. If not done, do now. 2. Show video while conferencing. *Egypt's Golden Empire* 3. For conferencing one on one, students bring the **Essay GO**, yellow Documents GO, and pink DBQ T-Chart. 4. Conferencing one on one: - laminated primary sources to see possible plagiarism - examine sample body paragraph - analyze own (printed) body ¶ 1 - student revises body ¶ 1 **Assessment:** DBQ Essay GO Assess only GO not typed **Standards:** RH 6.1, 6.2, 6.7 **Homework:**	1. Check DBQ Essay GO. 2. Review Structure of the DBQ Essay. 3. Examine body paragraph 2. Distribute DBQ: Common Necessary Revisions in Body Paragraphs and discuss. Students enhance body ¶ 2 on GO. 4. Type body ¶ 2. 5. Continue conferencing with each student for body ¶ 1. 6. Students write body ¶ 3 into DBQ Essay GO. **Assessment:** DBQ Essay GO Assess only GO not typed **Standards:** RH 6.1, 6.2, 6.7 **Homework:** Finish Body Paragraphs in DBQ Essay GO; Type Body Paragraphs; DBQ Quiz Day 15	checking them in GC for HW score. 2 View How to Write a Hook. https://www.youtube.com/watch?v=Rnq17dyxyu4 3. Orally read the Writing Toolkit's Writing the Introduction. 4. Read Writing Toolkit's Writing the Conclusion. 5. Show the Intro paragraph on the smart board and distribute the conclusion. Discuss. **Assessment:** DBQ Essay GO & GC /4 HW **Standards:** RH 6.1, 6.2, 6.7 **Homework:** Complete the DBQ Review sheet to prepare for Quiz Day 15

	Finish body ¶ 1 revision in GC; revise body ¶ 2 in Essay GO; DBQ Quiz Day 15		

Day 13	Day 14	Day 15	Day 16-26
Aim: Develop the introduction and conclusion to the DBQ GO. **Procedure:** 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: -Thesis and reworded thesis -Hook and Transition -Connection to hook -Final sentence to modern times 5. Add works cited page using Easy Bib. **Assessment:** DBQ Essay GO	**Aim:** Edit the DBQ Essay **Procedure:** 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. **Assessment:** DBQ Essay in GC to print and evaluate **Standards:** RH 6.1, 6.2, 6.7 **Homework:** Make changes and **Turn**	**Aim:** Evaluate the final draft of DBQ Essay. **Procedure:** **Print the student DBQ Essays.** 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: DBQ Paragraph, Published Essay, Essay GO, Reflection, T-Chart, Doc GO, and Rubric. 5. View *What Is Religion?* Video. **Assessment:** DBQ Quiz;	*Evaluate the DBQ and then review by conferencing with each writer in Social Studies, Lunch, and Supervised Study.* *Log Test score.*

Assess only GO not typed **Standards:** RH 6.1, 6.2, 6.7 **Homework:** Type and RESUBMIT the DBQ Essay draft.	**in** DBQ Essay; DBQ Quiz	Published DBQ **Standards:** RH 6.1, 6.2, 6.7 **Homework:** None!	

Integration of Career Readiness, Life Literacies and Key Skills

9.2.8.CAP	Career Awareness and Planning
9.4.8.CI	Creativity and Innovation
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CT	Critical Thinking and Problem-solving
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC	Digital Citizenship
	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML	Information and Media Literacy
	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).

Technology and Design Integration

Google Classroom

online textbook and features

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

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

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

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

Utilize IEP and 504 accommodations

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
Schoolwide Benchmark assessments:
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
Additional Benchmarks used in this unit:

sentence construction

paragraph writing

DBQ

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
Formative Assessments used in this unit:

See assessment in lesson plans above.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
Summative assessments for this unit:

See assessments in lesson plans above

Instructional Materials

History Alive! textbook series

See materials listed in lesson plans above.

Standards

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.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
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.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.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.WHST.6-8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
6.2.2	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE)
	Political and civil institutions impact all aspects of people's lives.
6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
6.2.8.CivicsHR.2.a	Determine the role of slavery in the economic and social structures of early river valley civilizations.
	Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.
6.2.8.GeoSV.2.a	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
	The physical and human characteristics of places and regions are connected to human identities and cultures.
	Economic interdependence is impacted by increased specialization and trade.
6.2.8.EconGE.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.

6.2.8.HistoryCC.2.a	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
	Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
6.2.8.HistoryCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.8.HistoryCC.2.c	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
6.2.8.HistoryCA.2.a	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.
	Chronological sequencing helps us track events over time as well as events that took place at the same time.
	Human rights can be protected or abused in various societies.