

7-2012

Introducing the DBQ Essay Using Personal Evidence [10th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Introducing the DBQ Essay Using Personal Evidence

Grade Level: 10th

Subject/Topic Area(s): AP World History

Designed By: M. Melendy Jacobie

Time Frame: 2 Weeks

School District: North East ISD

School: STEM Academy @ Lee High School

School Address and Phone: 1400 Jackson Keller Road, San Antonio, TX 78213

Brief Summary of Unit

In the free-response section of the AP World History Exam, all students are asked to answer three constructed-response questions. This unit is set at the beginning of the course to address the first form of question, a document-based question, and to serve as a way for the teacher and students to build their classroom community. Students will explore how evidence can be used to understand a person or time period while learning the components of a DBQ essay before any world history content is taught. Students will create a set of ten documents that show how they became the person they are today and write their first Document-Based Question (DBQ) Essay in response to the prompt: Analyze the factors that shaped the life of your partner in the period from 1996/7 to the present, using documents that another student has collected to represent their life in the Creating a Personal DBQ project.

The AP World History Essays and You

Stage 1 – Desired Results		
<p><u>Established Goals</u> AP World History – Historical Thinking Skills</p> <ol style="list-style-type: none"> 1. <i>Crafting Historical Argumentation from Historical Evidence</i> 2. <i>Chronological Reasoning</i> 3. <i>Comparison & Contextualization</i> 4. <i>Historical Interpretation & Synthesis</i> 	Transfer	
	<i>Students will independently use their learning to write Document-Based Question (DBQ) essays on various topics throughout the school year.</i>	
	Meaning	
	<p><u>Understandings</u> <i>Students will understand that:</i></p> <ul style="list-style-type: none"> • <i>There is no single “correct” answer.</i> • <i>Evidence can take many forms.</i> • <i>Documents are chosen on the basis of both the information they convey about the topic and the perspective that they offer.</i> 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • <i>How do historians study regions, people and time periods?</i> • <i>What can be learned from historical evidence?</i>
	Acquisition	
<p><u>Knowledge</u> <i>Students will know:</i></p> <ul style="list-style-type: none"> • <i>How historical evidence can be used to create an argument.</i> • <i>The components of a DBQ Essay.</i> 	<p><u>Skills</u> <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • <i>Contextualize documents based on informed analysis of the evidence including the author’s point of view, purpose, tone, content or date.</i> • <i>Formulate and support an argument from documentary evidence that responds directly to the question.</i> • <i>Plan and construct an appropriate and synthetic essay in response to the question.</i> • <i>Recognize the limitation of the given documents and the reality of the types of sources available from the past.</i> 	

Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria (for rubric)	
M/T	AP World History DBQ and CCOT Essay Rubrics	<p><u>Performance Task(s)</u> Students will demonstrate meaning-making and transfer by: In the free-response section of the AP World History Exam, all students are asked to answer three constructed-response questions. We will begin this course by addressing the first – a document-based question. You will write your first Document-Based Question (DBQ) Essay in response to the prompt: Analyze the factors that shaped the life of your partner in the period from 1996/7 to the present, using documents that another student has collected to represent their life in the Creating a Personal DBQ project.</p> <hr/> <p><u>Other Evidence (e.g., formative)</u></p> <ul style="list-style-type: none"> • Pre-Assessment Responses – Participation Grade • Personal DBQ Checkpoints – Daily Grade(s) • Gallery Walk Post-It Feedback – Participation Grade • Personal DBQ – Quiz Grade • Essay Outline – Daily Grade • Reflection Questions – Participation Grade
A/M		

Stage 3 – Learning Plan

CODE (A, M, T)	Pre-Assessment	
	<p>How will you check students' prior knowledge, skill levels, and potential misconceptions?</p> <ol style="list-style-type: none"> 1. <i>What aspects of your life have been the most important in shaping who you are today?</i> 2. <i>What would be the clearest way for someone to learn about your life and understand the person you are today?</i> 	
M	<p>Learning Activities (Days are designed for a 50 min. class schedule) Bolded Items are attached below. <u>Day 1: Pre-Assessment Free Write</u></p> <ul style="list-style-type: none"> • <i>What aspects of your life have been the most important in shaping who you are today?</i> <p><u>Day 2: Introducing the Creating a Personal DBQ Project</u></p> <ul style="list-style-type: none"> • Students will revisit their responses to the previous day's prompt and then add a response to the following prompt: <ul style="list-style-type: none"> ○ <i>What would be the clearest way for someone to learn about your life and understand the person you are today?</i> • Class discussion about the ways other people can learn about your life and better understand you. Write student responses on the board. Explain how these are also things that historians look for in order to better understand a person, region or time period. • Introduce the Creating a Personal DBQ Project. • Show students the released DBQ prompt from the 2008 AP Exam for them to see examples of documents. • Homework: Bring at least one document to class tomorrow. 	<p>Progress Monitoring (e.g., formative data)</p> <p>Pre-Assessment response</p> <hr/> <p>Pre-Assessment response</p>
M		

M	<p><u>Day 3: Student Research and Work Day</u></p> <ul style="list-style-type: none"> • Check In: Document #1 • Model a Personal DBQ • Students will examine the DBQ Rubric as a way to assess the documents seen in the model. • Work with students to gather documents for their DBQ. 	Document check (3 docs by the end of class)
M	<p><u>Day 4: Personal DBQs Gallery Walk</u></p> <ul style="list-style-type: none"> • Students will place their “work in progress” DBQs (with at least 5 documents) around the room. Each student will be given post-it notes for them to write warm/cool feedback and questions for the authors (using the Gallery Walk guidelines). 	In-Progress Personal DBQ Projects, Post-It Feedback
A	<p><u>Day 5: Examining the DBQ Rubric</u></p> <ul style="list-style-type: none"> • Personal DBQs due • Students will revisit the DBQ Rubric and begin an outline for their essay. 	Personal DBQ Projects Essay Outline
A/T	<p><u>Day 6: Writing the DBQ Essay</u></p> <ul style="list-style-type: none"> • Students will be assigned a partner. The students will then trade Personal DBQs and use their partner’s documents to write an essay that responds to the prompt: <ul style="list-style-type: none"> ○ <i>Analyze the factors that shaped the life of your partner in the period from 1996/7 to the present.</i> 	DBQ Essay
T	<p><u>Day 7: Peer Editing</u></p> <ul style="list-style-type: none"> • Students use the College Board DBQ rubric to evaluate their partner’s essay. • Students complete Reflection Questions 	Reflection Questions

Create Your Personal DBQ

Your first task is to create a Personal DBQ that will help one of your classmates have a better understanding of the factors that have been most influential in your life.

Your personal DBQ must include 10 documents including at least one of each of the following:

- Visual source (photograph, cartoon or illustration)
- Printed material source (newspaper or magazine article)
- Personal document (letter or diary/blog entry)
- Public Record document (government/school document)
- Spoken document (quote)
- Chart, graph, or map

Timeline

Due Wed. August 29: One document due at the beginning of class, 3 by the end of class

Due Fri. August 31: At least 5 documents that you will share with the class

Due Wed. Sept. 5: Your completed Personal DBQ Project

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2008 AP[®] WORLD HISTORY FREE-RESPONSE QUESTIONS

WORLD HISTORY SECTION II

Note: This exam uses the chronological designations B.C.E. (before the common era) and C.E. (common era). These labels correspond to B.C. (before Christ) and A.D. (anno Domini), which are used in some world history textbooks.

Part A (Suggested writing time—40 minutes) Percent of Section II score—33 1/3

Directions: The following question is based on the accompanying Documents 1-10. (The documents have been edited for the purpose of this exercise.) Write your answer on the lined pages of the Section II free-response booklet.

This question is designed to test your ability to work with and understand historical documents.

Write an essay that:

- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses all of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible. Does not simply summarize the documents individually.
- Takes into account the sources of the documents and analyzes the authors' points of view.
- Identifies and explains the need for at least one additional type of document.

You may refer to relevant historical information not mentioned in the documents.

1. Based on the following documents, analyze factors that shaped the modern Olympic movement from 1892 to 2002. Identify and explain what additional type of document(s) or sources would help you assess these factors.

Historical Background: The Olympic Games were athletic competitions held in Greece approximately every four years from 776 B.C.E. to 393 C.E. After several years of planning, the first modern Olympic Games were held in Athens in 1896.

2008 AP[®] WORLD HISTORY FREE-RESPONSE QUESTIONS

Document 1

Source: Pierre de Coubertin, founder of the modern Olympic movement, speech to the Athletic Society of France, Paris, 1892.

There are those who are called “utopians” because they speak of the disappearance of war, but there are others who speak of the reduction of the chances of war, and I do not see that as utopian. Through the Olympics let us export our oarsmen, our runners, and our fencers into other lands. That is the true free trade of the future; and the day it is introduced into Europe, the cause of peace will have received a new and strong ally. I ask for your help so that together we may attempt the splendid and beneficial task of reviving the Olympic Games.

Document 2

Source: Sybil Newall, British competitor in the 1908 games held in Great Britain, where 2 percent of the athletes were women, newspaper, England, 1908.



2008 AP[®] WORLD HISTORY FREE-RESPONSE QUESTIONS

Document 3

Source: Arnold Lunn, British Olympic team official at the 1936 games held in Germany, autobiography, 1956.

The young Nazis were encouraged to believe that a ski race was a competition in which Germans sought to prove not that they were better skiers than other people but more importantly, that Nazism was better than democracy. The only thing that mattered to them was victory, and all means to this end were justified. The downhill course was closed to all competitors the day before the race, but the Nazis, we soon learned, had practiced the course at dawn. They also turned the technique of making protests into a fine art. Any decision that could be challenged was challenged in order to provide themselves with some advantage.

Document 4

Source: Bob Matthias, United States competitor in the 1952 games held in Finland, magazine interview, 1972.

There were many pressures on American athletes because of the presence of the Soviet team in 1952. They were in a real sense the enemy. You just loved to beat 'em. You just had to beat 'em. It wasn't like competing against some guys from a friendly country like Australia. This feeling was strong down through the whole team, even among our athletes in sports where the Russians didn't excel.

Document 5

Source: Ryotaro Azuma, mayor of Tokyo, and chairman of the committee that organized the 1964 games held in Japan, magazine interview, 1972.

It was a national crusade for Japan to host the Olympic Games. After the Second World War, we were still struggling under a defeated-enemy syndrome in the eyes of most of the world. Without the magic of the Olympics we might not have gotten what we needed to rise as a world trade power. I'd hate to think of the situation in Tokyo today if not for the Olympic Games.

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Document 6

Source: Information guide provided to members of the press, published by the Soviet Union's Olympic Organizing Committee, 1980.

The fact that Moscow has been chosen to stage the 1980 Olympic Games is the result of the consistent and peaceful foreign policy pursued by the Soviet Union, which is a beacon of peace, democracy, and social progress. This honor is also the expression of the respect for the great Soviet achievements in physical education and sport.

Document 7

Source: *Japan Economic Journal*, newspaper editorial, Japan, 1988.

Nine corporations from around the world have been selected as top sponsors for this year's Olympics in Seoul, South Korea, but Korean companies are not on the list. Korea failed to avail itself of an opportunity to display its industrial and economic power to a worldwide television audience. Regardless of who takes home the medals, corporations from the United States, Japan, and some other countries stand to make a lot of gold at the Seoul Olympics.

Document 8

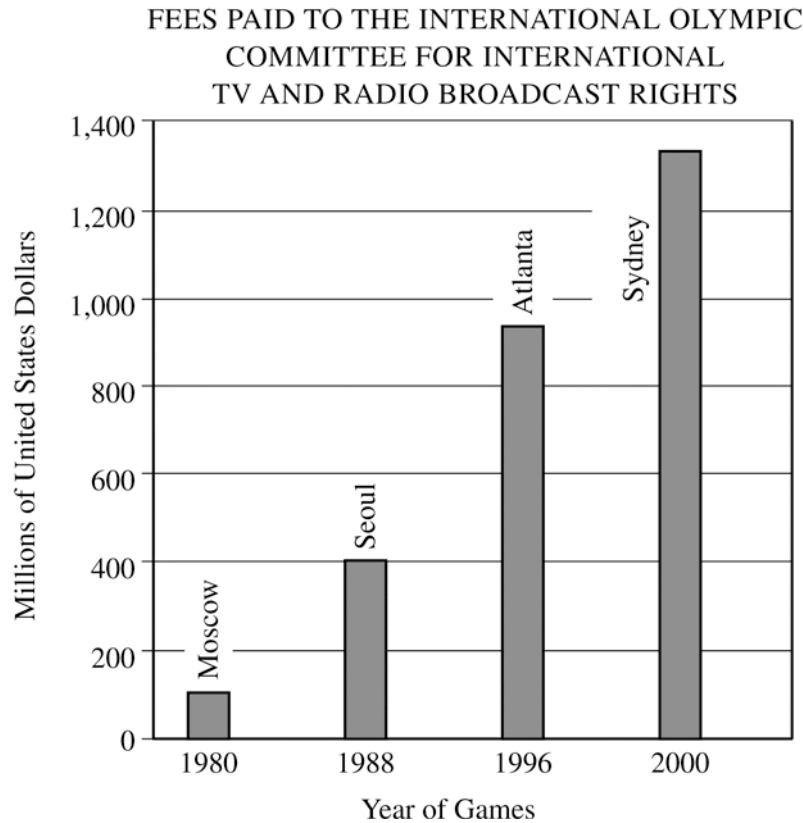
Source: Hassiba Boulmerka, Algerian competitor in the 1992 games held in Spain, where 29 percent of the athletes were women, newspaper interview, 1995.

My victories give me confidence, and they give confidence to my country. I represent my country and all the women in my country who aspire to be athletes. Nothing will deter me from that mission. For every critic denouncing my running in shorts, there are friends and family who urge me to continue. I have a tremendous spirit to run and win. A lot of women in my country are capable of becoming athletes, but psychologically, they don't think so. They have to become stronger in the mind, not just in the body.

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Document 9

Source: International Olympic Committee statistics.



Document 10

Source: Ali Kabir, sports writer for the Internet edition of the English-language Pakistani newspaper *Dawn*, Pakistan, 2002.

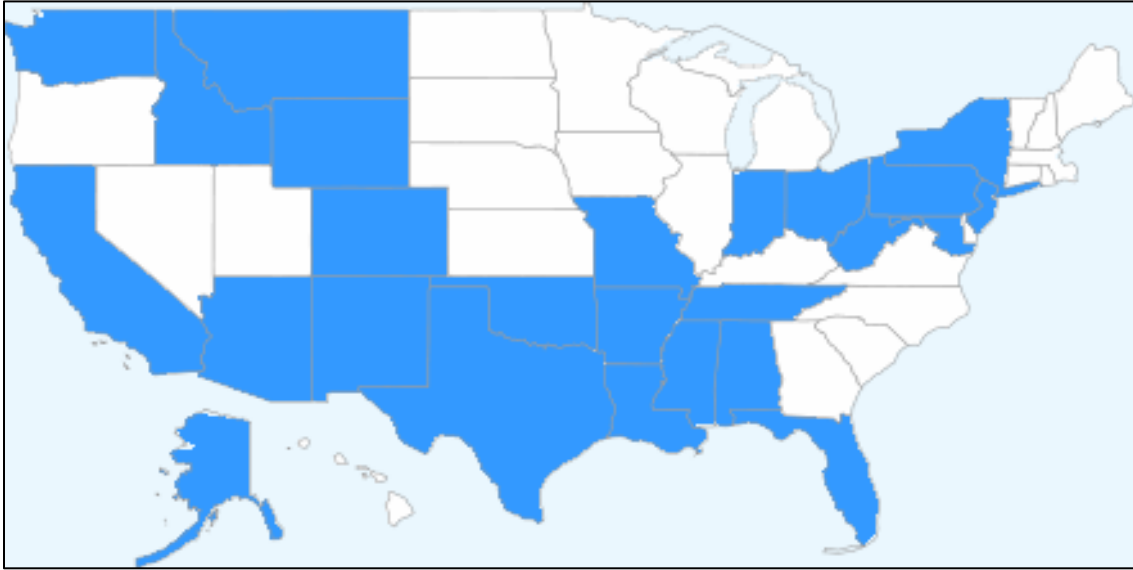
The rise and fall of Pakistan's men's field hockey team in the 2000 Olympics reflects our social values which have shrunk from that of national pride to self-promotion. After partition [from India in 1947], people were willing to sacrifice anything for the newborn country. Working tirelessly, our team finished second to its archrivals from India in the 1956 Olympics and won its first gold medal in 1960. However, the current national team is clueless and has tarnished the country's name. Unless changes are made, this era will be known as the darkest period in Pakistan's sports history.

END OF PART A

Mrs. Jacobie's Personal DBQ

Document 1

Source: Map of states that Mrs. Jacobie has traveled to as of Summer 2012.



Source: Mrs. Jacobie at age 13 with her parents and younger brother Alex, age 9, on a family trip to Alaska, Summer 2002.



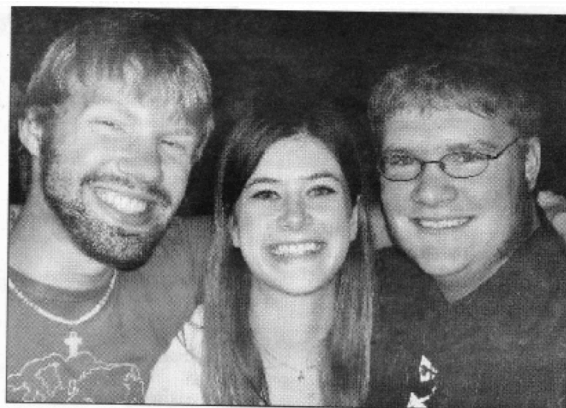
Document 2

Source: Mrs. Jacobie's cousin, Erin (right) peels crawfish at her family's crawfish boil, Baton Rouge, Louisiana, April 2012.



Document 3

Source: *The Witness*, Southwest Texas Conference of the United Methodist Church newsletter, April 2007.



Walt Lengle (left) and Melendy Mathis, new summer youth ministry interns, join Wes Cain, the 2006 intern, at a recent conference gathering. Cain is now Servant Team coordinator.

For the first time in five years, two summer youth interns are to serve alongside the Rev. Rusty Freeman, Southwest Texas Conference youth ministries director. Melendy Mathis, a member of Buda UMC in her first year at Trinity University in San Antonio, and Walt Lengle, a member of Northwest Hills UMC, Austin and a senior at Anderson High School, stood above the rest, he said... "Melendy is more quiet, more reserved, but she is just super faithful and loyal to the camps and the programming. She's super reliable." Interns help oversee youth events and mentor students who join the Servant Team, a new leadership group in the department this year. Interns are to learn about behind-the-scenes programming, worship coordination, discipleship, spiritual leadership and how to mentor students, Freeman said.

Document 4

Source: Mrs. Jacobie and the cast of *Do Not Go Gentle*, a one-act play she directed during her senior year of high school, Austin, Texas, Spring 2006.



Document 5

Source: *Austin American Statesman*, April 2006



**Elizabeth
Barron**

**Melissa
Lansing**

**Melendy
Mathis**

**Sarah
Peterson**

**Jennifer
Reiner**

Girl Scouts get Gold Award

These young women have earned the Gold Award, the highest honor in the Girls Scouts of the United States of America:

■ **Elizabeth Barron**, daughter of William and Linda Barron of Austin, helped refurbish the kindergarten room at Menchaca Elementary School. She is a senior at Bowie High School.

■ **Melissa Lansing**, daughter of Don and Laura Lansing of Austin, renovated the portable buildings at Menchaca Elementary School by painting, sewing valances for the windows and installing cork and white boards in some of the classrooms. She is a senior at Bowie High School.

■ **Melendy Mathis**, daughter of Joe and Mary Ellen Mathis, painted a large athletic-themed mural on the gym wall at Menchaca Elementary School. She is a senior at Bowie High School.

■ **Sarah Peterson**, daughter of Mike and Debbie Peterson of Austin, painted, cleaned and organized the teachers' lounge and restroom at Menchaca Elementary School. She is a senior at Bowie High School.

■ **Jennifer Reiner**, daughter of Madelyn Reiner of Austin, painted the entryways to classrooms in the library at Menchaca Elementary School. She is a senior at Bowie High School.

Document 6

Source: Austin City Limits music festival, Fall 2006 (top) and Fall 2009 (bottom).



Document 7

Source: Melendy Jacobie, "Zanzibar!" from www.melendymathis.blogspot.com, Zanzibar, April 2009.

We arrived at one of the many spice farms and our guide came up and took us around from tree to tree, plant to plant. At the first tree, he grabs some leaves off of a vine that cover a huge tree. He crumples up the leaves, passes them around and says "smell". We obey and he asks us what kind of spice it is. We're completely at a loss. He says "ok" and pulls off a small bunch of berries that looked like a raspberry and says, "Now guess". We throw out a few ideas and after each one he answers "No, thank you". Finally he says, "You take these and let them dry in the sun and they change from red to black and then you grind them up. Now do you know?" We finally realize and say "black pepper" and he says "aha, yah"... We moved around and in the same fashion, we attempted to guess at the spices. We saw cocoa plants, "lipstick" plant, cardamom, tarragon, ylang ylang, cloves, cinammon, vanilla and many more and then moved on to fruits. Oh my goodness. A lot of you know that I don't usually eat much fruit, but I decided try all the fruit they brought us. That was probably one of the best decisions I've ever made. We had grapefruits, bananas, starfruit, clementines, pineapple and I learned about a new fruit called jackfruit. It's a mix of a pineapple and a banana and is huge. We didn't get to try it, but they sell them in Arusha so it's on my list of things to do before I leave!

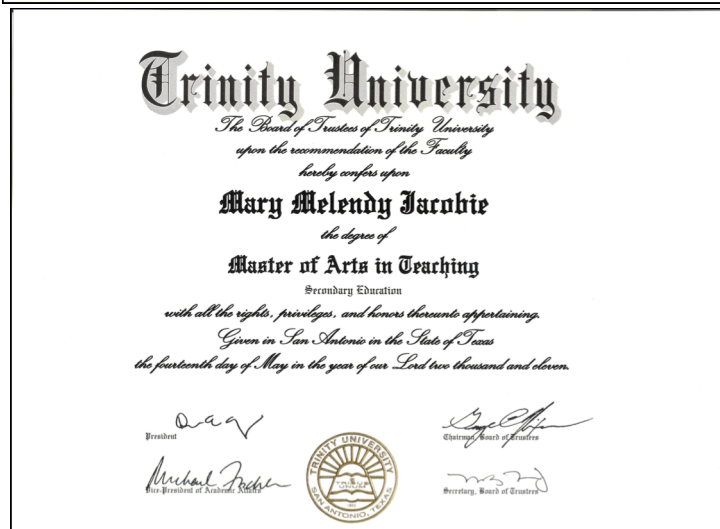
Document 8

Source: Katherine O'Brien, wedding photographer, <http://katherinephoto.blogspot.com>, Austin, June 2010.

This was one of the cutest weddings we photographed this summer! The bride grew up going to Buda Methodist church, right around the corner from our funky little house in downtown Buda. The Groom is a musician so music was very important- they had Tosca String Quartet play the ceremony and Seth Walker play their reception. They even had their program designed to look like a band poster! The bride wore an amazing one of a kind dress especially made for her by her Maid of Honor Jill Watson. The white silk dress had a scoop neckline which was adorned with vintage floral brooches, silk fabric flowers with a T back. She also tucked her Grandmother's six pence into her shoe for good luck! Their guests lunched on Torchy's Tacos and Cupcakes, then danced & squeezed into our photobooth in the front entry way!

Document 9

Source: Mrs. Jacobie's diplomas from Trinity University.



Document 10

Source: Excerpt from Mrs. Jacobie's portfolio for her Masters of Arts in Teaching degree, May 2011.

I do not have all the answers, nor do I claim to. The content I teach is not stagnant, but vibrant, evolving and deeply personal. However it is not owned by anyone – especially me. I do not limit myself to the label of “history” teacher or even “social studies” teacher. Instead, I focus on teaching the topic at hand in the most relevant way. I make connections to literature, science, speech and art as often as possible to help my students find their own meaning in the content. My students' voices are more important than my own and I welcome questions and varying opinions and perspectives. These voices do not challenge the learning in the classroom; they enhance it for both my students and myself. I work hard to show my students the value in the content they are learning. They don't learn something because I said so or because it will appear on a standardized test. They learn the content because it is relevant, meaningful and engaging.

**Generic Core-Scoring Guide for AP World History
Document-Based Question**

Basic Core: Competence	Points	Historical Thinking Skills Assessed
1. Has acceptable thesis.	1	<ul style="list-style-type: none"> ➤ Argumentation ➤ Depending on the topic of the question: <ul style="list-style-type: none"> • Historical Causation • Comparison • Patterns of Continuity and Change Over Time
2. Addresses all of the documents and demonstrates understanding of all or all but one.	1	<ul style="list-style-type: none"> ➤ Use of Historical Evidence
3. Supports thesis with appropriate evidence from all or all but one document. [Supports thesis with appropriate evidence from all but two documents.]	2 (1)	<ul style="list-style-type: none"> ➤ Argumentation ➤ Depending on the topic of the question: <ul style="list-style-type: none"> • Historical Causation • Comparison • Patterns of Continuity and Change Over Time
4. Analyzes point of view in at least two documents.	1	<ul style="list-style-type: none"> ➤ Use of Historical Evidence
5. Analyzes documents by grouping them in two or three ways, depending on the question.	1	<ul style="list-style-type: none"> ➤ Argumentation ➤ Use of Historical Evidence ➤ Depending on the topic of the question: <ul style="list-style-type: none"> • Historical Causation • Comparison • Patterns of Continuity and Change Over Time
6. Identifies and explains the need for one type of appropriate additional document or source.	1	<ul style="list-style-type: none"> ➤ Argumentation ➤ Use of Historical Evidence
Subtotal	7	Essay as a whole: Synthesis

Expanded Core: Excellence	Points	Historical Thinking Skills Assessed
<p>Expands beyond basic core of 1–7 points. A student must earn 7 points in the basic core area before earning points in the expanded core area.</p> <p>Examples:</p> <ul style="list-style-type: none"> ➤ Has a clear, analytical, and comprehensive thesis. ➤ Shows careful and insightful analysis of the documents. ➤ Uses documents persuasively as evidence. ➤ Analyzes point of view in most or all documents. ➤ Analyzes the documents in additional ways — groupings, comparisons, syntheses. ➤ Brings in relevant “outside” historical content. ➤ Explains why additional types of document(s) or sources are needed. 	0–2	<ul style="list-style-type: none"> ➤ Same skills as noted in basic core ➤ Other historical thinking skills may be demonstrated depending on the question and the documents
Subtotal	2	
TOTAL	9	

Gallery Walk Guidelines

Warm Feedback: Positive comments for the author. What did you enjoy? What document taught you the most about the author?

Cool Feedback: Comments for the author to improve their work. How could their selection of documents be improved to tell viewers more about the author? Is anything missing? Are there any documents that are irrelevant or could be modified to show viewers more about the author?

Questions for the Author: Remember, the author won't be there to explain the documents to the viewer – the documents must stand alone. If you have any questions about the documents you see, ask the author clarifying questions so that he/she may modify the documents to make them clearer to viewers.

Notes to Self: See a great idea? Write yourself a note to remember what you see when completing your own project. Remember, this is a *personal* DBQ so you can't copy someone else's evidence. However, this can be a great way to get new ideas if you're feeling stumped.

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DBQ Essay Reflection Questions

1. How did you feel when you read your partner's essay about your life?
2. Do you think your partner's essay was an accurate interpretation of the documents you provided? Why or why not?
3. How could you have improved your selection of documents to provide more evidence for your partner's essay?
4. What can be learned from studying evidence?
5. Why do historians depend on historical evidence to understand a region, life or time period?
6. How do historians study regions, people and time periods?