

Scope and Sequence

Day One

**Gaining attention (7 minutes)**

Welcome students to class. Have students answer the following starter in their notebooks: What is the purpose of a rubric? After students have finished writing their answers have a discussion based on students' responses. Make sure students understand that rubrics help the student understand the requirements necessary to be successful on an assignment.

**Direction (stating objectives) (1 - 2 minutes)**

Today you will be able to label the core requirements of document-based essay questions with 100% accuracy.

**Content (presentation of new material) (15 minutes)**

Pass out AP European History document-based essay question rubric and discuss what each core requirement means. Ask students to get out a pen, pencil, or highlighter so that they can make notes and mark important information on their rubric as you go over the rubric.

**Content (presentation of new material) (20 – 25 minutes)**

Students will identify the elements of the core requirements in a sample document-based essay question, which scored a 9/9.

- **Application feedback – level 2**

Pass out an example of an AP European History document-based essay with a 9 score. Have students identify elements of the core requirements in the essay with their seat partner. Students are to identify and label each core requirement on the example essay they have been given.

- **Application feedback – level 3**

As a class discuss what students' identified and labeled as core requirements. Use the Sample 9 Essay Key if necessary or unsure of students' answers.

**Evaluation: (10 minutes)**

- Allow students to have time to memorize and learn the core requirements of document-based essay questions.
- Pass out quiz scratch paper and ask students to clear off their desks. When students have cleared off their desks and are quiet ask them to write down the six core requirements of a document-based essay question.
- When students are done have their seat partner check their work against the rubric. Students who have earned 100% pass forward their quizzes, students who have not earned 100% will need to retake the quiz before or after school over the next few days.

**Closure: (3 – 5 minutes)**

Today you learned the core requirements of an AP European History document-based essay question.

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Day Two

**Gaining attention (2-3 minutes)**

Welcome students to class. Ask students to take out the document-based essay question they were working with yesterday.

**Direction** (stating objectives) **(1 - 2 minutes)**

Today you will learn to summarize and group documents in the document-based essay question into four groupings

**Content** (presentation of new material) **(5 minutes)**

Review the core requirements of an AP European History document-based essay question. Remind students that one of those core requirements is to group documents into at least three groupings.

**Content** (presentation of new material) **(20 – 25 minutes)**

Model understanding of each document and how to summarize the main ideas, including how to label documents and understand important information. Do this for the first two documents. Refer to the document-based essay key provided if needed.

- **Application feedback – level 3**

As a class summarize and label the rest of the documents in the document-based essay question.

**Content** (presentation of new material) **(10 – 15 minutes)**

Model how to group the documents into one grouping. Refer to document-based essay key if needed.

- **Application feedback – level 2**

Have students work with their seat partner to group the documents into at least three additional groupings. Students may use the teacher's modeled grouping or come up with one of their own for a total of four groupings.

**Evaluation: (10 minutes)**

When students have finished their groupings have each partnership share one example of a grouping. As students share please check for understanding. Write the examples on the board with the documents listed. Have students pass in their groupings so that you can go over them before class tomorrow.

**Closure: (3 – 5 minutes)**

Today you learned to summarize and group the documents in the document-based essay question into four groupings

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## Day Three

**Gaining attention (2-3 minutes)**

Welcome students to class. Ask students to take out the document-based essay question and other material they have been working with the last few days.

**Direction** (stating objectives) **(1 - 2 minutes)**

Today you will learn to identify point of view.

**Content** (presentation of new material) **(35 - 40 minutes)**

Review the core requirements of an AP European History document-based essay question. Remind students that one of those core requirements is to be able to identify point of view or bias in at least three documents. Identify the three ways that students may earn the point of view or bias point on the document-based essay question. 1. Authorial point of view. 2. Tone of a document. 3. Reliability of a document. Model how

you would earn the point of view or bias point for each of these possible ways using document 10 for authorial point of view, document 11 for reliability, and document 8 for tone.

- **Application feedback – level 2**

Have students work with their seat partner to identify point of view or bias in an additional six documents. They may use any of the three ways explained to achieve the point of view or bias point.

**Evaluation: (10 minutes)**

When students have finished identifying six additional points of view or biases have students share their strongest example with the class. Check for understanding. Have students turn in their three strongest examples point of views and biases to be graded.

**Closure: (3 – 5 minutes)**

Today you learned to identify point of view.

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Day Four

**Gaining attention (2-3 minutes)**

Welcome students to class. Ask students to take out the document-based essay question and other materials they have been working with the last few days.

**Direction (stating objectives) (50 minutes)**

Today you will write the document-based essay question.

- **Application feedback – level 1**

Students will write the document-based essay question using their document-based essay rubric as a guide.

**Evaluation: (5 minutes)**

When students have finished writing their document-based essay question they need to staple their essay to the question and turn it in to be graded.

**Closure: (3 – 5 minutes)**

Today you wrote a document-based essay question using the document-based essay rubric as a guide.