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Thematic Design

Learning Goal: Students will be able to understand the requirements of document-based essay questions and be able to write document-based essays. Students will use math and science skills in order to interpret charts and graphs, social studies for background information on the essay topic, and language arts skills in writing the essay.

Prerequisites and Learner Characteristics: At this point in the year all students have had English Language Arts and are familiar with essay organization, such as thesis statements, topic sentences, examples, analysis, and conclusions. Further, 58% of my students have actually written a document-based essay question before. Upon further research I have found that many students did not have a positive experience in AP Human Geography as ninth graders and that document-based essay questions are something they are worried about. Throughout this unit it will be important to stress the significance of document-based essay questions while also encouraging students that they can be successful on this aspect of the test.

Day 1	Objective: Students will be able to label the core requirements of document-based essay questions with 100% accuracy.	Activities: <ul style="list-style-type: none">• Pass out AP European History document-based essay question rubric and discuss what each core requirement means.• Pass out an example of an AP European History document-based essay with a 9 score. Have students identify	Evaluation: Students will take a quiz in which they will label the six core requirements of document-based essay questions.	Feedback: Students will receive their quiz back and see their score on the quiz. If students did not earn 100% they will need to make up the quiz until mastery is achieved.
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		elements of the core requirements in the essay.		
Motivational Strategy:	Students will want to pay attention and learn the core requirements of document-based essay questions so that they can write a document-based essay that satisfies the core requirements for AP European History. Also, students will not enjoy coming in on their own time to earn mastery on the quiz.			
Materials Needed:	<ul style="list-style-type: none"> • AP European History document-based essay question rubric • AP European History sample essay (score 9) • Quiz on the core document-based essay question rubric 			

Day 2	<p>Objective:</p> <p>Students will be able to demonstrate an understanding of the basic meaning of each document by summarizing the main idea and by organizing them into three appropriate groups based on the essay question topic.</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Pass out the document-based essay question based on yesterday's analyzed essay. • Model understanding a document and summarizing its main idea. You may need to repeat this step several times. • After students have completed their document 	<p>Evaluation:</p> <ul style="list-style-type: none"> • Have students turn in their document-based essay question with their document summaries and four groupings clearly identified. 	<p>Feedback</p> <ul style="list-style-type: none"> • Feedback will be provided based on their document summaries and groupings. Students who misinterpret more than two documents will need to come in during late start to go over the essay question. Students who did not group their groupings correctly will have to come in during
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		<p>summaries help them identify ways to group the documents based on what the question is asking.</p> <ul style="list-style-type: none"> • Have students group their documents into four groupings. 		late start as well. (Interviews)
Motivational Strategy:	<ul style="list-style-type: none"> • Students who do not understand how to identify the main idea of the documents and group the documents correctly based on the question will need to make an appointment to come in during late start to go over their documents and grouping. 			
Materials Needed:	<ul style="list-style-type: none"> • AP document-based essay question. 			

Day 3	<p>Objective: Students will be able to demonstrate point of view or bias in 9 of the documents by identifying the point of view of a document, tone of a document, or reliability of a document.</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Have students get out their document based essay questions. • Identify the three ways that students may earn the point of view point on the document-based essay question core requirement rubric. 1. Point of view 2. Tone of a document 	<p>Evaluation: Collect students' best examples of the point of view requirement to be graded.</p>	<p>Feedback:</p> <ul style="list-style-type: none"> • After grading students' examples of the point of view requirement identify which examples are solid and which ones need more interpretation or analysis. Provide this feedback for students. Students who do not have a
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		<p>3. Reliability of a document.</p> <ul style="list-style-type: none"> • Model how students would identify each of these ways and how they identify the examples in their essays. • Have students work with their seat partner to identify 6 examples of the point of view requirement. • Discuss students' answers collectively as a class. • Have students choose the three point of view requirements they are most confident about and turn them in to be graded. 		<p>clear understanding of point of view need to schedule an appointment before or after school.</p>
<p>Motivational Strategy:</p>	<p>Students will be graded on this assignment. Further, if students do not understand POV then they will not earn all the core points necessary to be successful on the document-based essay question and will need to schedule a time to come in to go over point of view with me.</p>			

Materials Needed:	Nothing new.
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Day 4	<p>Objectives:</p> <ul style="list-style-type: none"> • Students will be able to visualize and assess a solid (score six or higher) document-based essay based on the document-based essay question rubric. • Students will be able to use attrition correctly when citing documents. 	<p>Activities:</p> <ul style="list-style-type: none"> • Pass out two examples of document-based essays for students to assess. Students will access these essays using their document-based essay rubric. • Have students work with their seat partners while they assess each essay. • Students will clearly give each essay a score out of nine based on their rubrics. • As a class we will discuss each essays score by the College Board – checking for understanding as we go. • Point out the various ways that 	<p>Evaluation:</p> <ul style="list-style-type: none"> • Review students' assessments and attrition examples. 	<p>Feedback:</p> <ul style="list-style-type: none"> • Students whose assessments are more than two points off need to come in during late start to go over their assessments. • Provide written feedback for students who did not write their attritions correctly.
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		<p>students cite documents based on their examples.</p> <ul style="list-style-type: none"> • Model the correct way for students to cite documents (attrition). • Have students practice attrition with five documents. • Students will turn in their essay assessments and practice citations (attrition) for evaluation. 		
Motivational Strategy:	Besides the obvious incentive of doing well on the document-based essay question, students who do not learn to recognize and assess essays correctly will need to come in before or after school for one on one training on this assessment process.			
Materials Needed:	Two sample essays from the College Board on the document-based essay question we have been working on.			

Day 5	<p>Objectives: Students will write the document-based essay that has been scaffolded for them this</p>	<p>Activities: Students will write the document-based essay question using their document-based essay</p>	<p>Evaluation: Students' essays will be evaluated based on the document-based essay question rubric.</p>	<p>Feedback: Feedback will be given based on the document-based essay rubric requirements.</p>
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	week satisfying each of the core requirements on the document-based essay rubric.	rubric as a guide.		
Motivational Strategy:	Students who score six or above will receive 100% on their essay.			
Materials Needed:	Students will need paper and a pen to write the essay.			