**Study Skills Lesson Plan**

Victoria Mannion Honors History of Western Civilization

**Date to be taught:** Within the first two weeks of each semester.

**Lesson Plan Title/Unit:** Strategies for Answering Document-Based Question Essays

**Topics:** The Roman Empire and Interaction with Barbarian Invaders

Differing Viewpoints between the European Crusaders and the Muslims

Colonization of North America, the slave trade, and relations with Native Americans

**Standards:**

Rights and Responsibilities of Citizenship: 5.2.12F,

How Government Works: 5.3.12G

How International Relationships Function: 5.4.12A

Markets and the Functions of Government: 6.2.12D

Economic Interdependence: 6.4.12B, 6.4.12D

The Human Characteristics of Places and Regions: 7.3.12C, 7.3.12E

Historical Analysis and Skills Development: 8.1.12A, 8.1.12B, 8.1.12C, 8.1.12D

General Goal: Students will learn how to answer a Document-Base Question Essay.

Specific Objectives: Students will be able to utilize strategies to ensure that they follow

every requirement stated within the extensive directions for the essay

Students will be able to diagram a very broad question so that they make

sure that they are answering all parts.

Students will be able to map out a response to the essay in an orderly

manner, which utilizes the information in the *Historical Context* segment,

as well as the documents, maps or charts that are provided with the short- answer portion of the exercise, and additional outside information.

Procedures:

1. Statement of objective including relevance to course material and skill development.
2. Distribution of sample DBQ and instructional material (attached).
3. Reading of directions for requirements – students will number or underline each component silently, followed by class discussion.
4. Students will read the Historical Context segment, and I will discuss strategies for proper use of this information.
5. Students will silently read the essay question, and diagram by numbering or underlining each part of the question that must be addressed. Results will be shared and discussed.
6. Students will read the numbered procedure for addressing the question diagram, noting that introduction and conclusion statements are to be brief, and that all segments have two tasks that must be accomplished.

Assignment: Begin to write the essay in class and finish writing it for homework.

Assessment: Evaluation of homework essays.

Document-Based Questions

*Tips for Success*

The format in which all DBQ’s in this course are presented includes approximately 6 pages that contain 1 or 2 short answer questions on each. These correspond to primary source documents or maps. The last page is the essay question in the following format:

*Directions:* Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Address all aspects of the task by accurately analyzing at least four documents. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context: Agriculture marked a dramatic change in how people lived together. They began dwelling in larger, more organized communities, such as farming villages and towns. Gradually, from some of these permanent settlements, cities emerged, forming the backdrop of a much more complex way of live – civilization.

Task: Using information from the documents and your knowledge of social studies, write an essay in which you:

* Discuss the role agriculture played in the emergence of early civilizations and to what extent physical geography impacted agriculture and civilizations.
* Describe how daily life changed for people as civilizations emerged throughout the world.

1. **Read the directions**. Pay close attention to how many documents (at the minimum) should be cited – usually 4. (You may say “according to Doc. 1…”)

**NOTE:** It also ALWAYS says to add additional OUTSIDE information.

1. **Read the Historical Context** – DO NOT QUOTE extensively from this section. Rather, use these pieces of information as jumping off points for your essay.
2. **Task** – diagram the questions, numbering each part that must be answered.
3. **Writing**:
   1. Brief introductory statement or sentence.
   2. 1st paragraph - which addresses the #1 part of the question, using documents in the packet
      1. Supplement with outside information from notes or knowledge
   3. 2nd paragraph - which addresses the #2 part of the question, using documents in the packet
      1. Supplement with outside information from notes or knowledge
   4. 3rd……..
   5. 4th …….
   6. 5th …….
   7. Brief sentence in conclusion.