

Writing Workshop: Intro to the DBQ

Workshop Progression

	Aim	Agenda	Materials	
Day 1	I can understand the expectations of the AP World DBQ	<ol style="list-style-type: none"> Poll: Comfort check! DBQ: Overview & Rubric Classwork: Day 1 Section 	<ul style="list-style-type: none"> Slides/Nearpod Lesson DBQ Rubric 	Everyday <ul style="list-style-type: none"> Classwork Documents DBQ Prompt: Evaluate the extent to which video entertainment has changed in the United States in the period from 2010-2020.
Day 2	I can effectively analyze documents to support an argument in a DBQ Essay.	<ol style="list-style-type: none"> Document Analysis Overview <ol style="list-style-type: none"> Using Textual Evidence Sourcing Classwork: Day 2 Section 	<ul style="list-style-type: none"> Slides/Nearpod Lesson 	
Day 3	I can (finally) write an effective DBQ essay.	<ol style="list-style-type: none"> DBQ Writing Overview Classwork: Day 3 Section 	<ul style="list-style-type: none"> Slides/Nearpod Lesson Suggested Essay Format 	

Standards Alignment

CCLS	CCSS.ELA-LITERACY.WHST.9-10.1 Write arguments focused on discipline-specific content. CCSS.ELA-LITERACY.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
AP World	Skill 6: Argumentation: Develop an Argument 6.A Make a historically defensible claim 6.B Support an argument using specific and relevant evidence 6.C Use historical reasoning to explain relationships among pieces of historical evidence 6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence to develop a complex argument Reasoning Process 3: Continuity and Change 3.i: Describe patterns of continuity and/or change over time 3.ii: Explain patterns of continuity and/or change over time 3.iii Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change

Lesson Plans

Day 1

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Materials	<ul style="list-style-type: none"> • Slides/Nearpod Lesson • Classwork • DBQ Rubric 																						
Learning Targets	<input type="checkbox"/> I can understand the explicit expectations of the AP DBQ Rubric <input type="checkbox"/> I can understand the step-by-step process to use to write a DBQ <input type="checkbox"/> I can understand the time constraints of the AP DBQ Essay																						
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Learning Targets	<ul style="list-style-type: none"> <input type="checkbox"/> I can understand how to use textual evidence effectively <input type="checkbox"/> I can identify the relevant parts of source information <input type="checkbox"/> I can practice analyzing documents to pull evidence for a DBQ essay 																											
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Learning Targets	<ul style="list-style-type: none"> <input type="checkbox"/> I can understand how to structure a thesis statement for a DBQ essay <ul style="list-style-type: none"> <input type="checkbox"/> “Ex: Video entertainment in the United States changed significantly from 2010-2020 because people began to use more streaming services and DVD players became obsolete. However, some people still continue to use cable.” <input type="checkbox"/> I can write a DBQ essay 																										
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<p>Note: Students should get as far as they can in their essay on this day. If we had a day 4, it would be to finish the essay. As is, students will have the option to complete their essay over the break for extra credit.</p>																											