

Lesson Plan  
Create Your Own DBQ

Teacher Name: Jennifer Brown                      Grade level(s): 10-11                      Course:  
AP US History

Describe the classroom or homework activity to be performed (individual assignment, cooperative learning, cross curricular, technology based, using artifacts and/or primary sources, etc.)

- Students will be creating their own DBQ. The assignment requires students to research and include primary and secondary documents that are related directly to the question they have written. Students may work on their own or in small groups of two or three.

Rationale (why are you doing this?)

The Document -Based Question is a central part of the Advanced Placement US History course. Students are required to answer a question pertaining to a significant historical period by analyzing provided documents and incorporating outside information into their essay. According to the College Board, "DBQ's are designed to enable students to work like historians, analyzing and synthesizing information from a variety of sources and media. Students are evaluated on their ability to interpret such factors as purpose, source bias, date and place of origin, tone, etc."

Required time frame:    2 weeks

Where in the teacher conference did you get the idea for this activity or assignment (speaker, document, photograph, activity, audio recording, other)?

- The idea was actually a culmination of several speakers' topics and our time spent at the library and museums.

Lesson objectives - the student will:

- Research a topic between the years 1919-1939 using primary and secondary source documents.
- Create a DBQ essay question, list of outside information, and an expected response to the question.

District, state, or national performance and knowledge standards/goals/skills met (be specific when referencing):

According to the College Board and the Advanced Placement US History Program students will

- have the "ability to analyze and synthesize historical data and assess verbal, quantitative, or pictorial materials as historical evidence."
- develop "thesis, argument, and supporting evidence"
- "relate the documents to a historical period or theme" and incorporate outside knowledge with emphasis on analysis and synthesis, not historical narrative.

Sources needed- cite title and other detailed information:

The following is a list of helpful websites:

- The National Archives  
<http://www.archives.gov>
- Missouri Valley Special Collections  
<http://www.kchistory.org/cdm4/explore.php?page=all>
- Harper's Weekly Cartoon Archive  
<http://www.harpweek.com/>
- The Library of Congress American Memory  
<http://memory.loc.gov/ammem/index.html>
- History Central  
<http://www.historycentral.com/Documents/Index.html>

Fully describe the activity or assignment in detail. What will both you and the students do?

- Students will create their own DBQ pertaining to the years 1919-1939. Possible topics include, but are not limited to the following: Treaty of Versailles, 1920s culture, President Truman, Harding, Prohibition, Jim Crow, The New Negro Movement, Labor and American Workers, Jazz, The New Women, FDR, and the Great Depression. Working on their own or in small groups, students will begin by writing their question. It cannot be a previously used AP question and there may be more than one way to answer the question. Then students will be required to find 8-10 documents consisting of primary and secondary sources, such as newspapers, speeches, letters, graphs, pictures, and political cartoons which are directly related to the question they chose. For a question

with a debatable topic the documents should both support and oppose the question posed. After putting the compilation into DBQ essay format and labeling each document (A, B, C, ect..) students will then be required to provide rationale for the question and documents they used. They must include a list of outside information that might be used to answer the question. Finally, students will create a rubric on how to grade an expected response to their question which meets the AP expectations.

Assessment: fully explain your assessment method in detail or create and attach your scoring guide:

- Assessment will be based upon the attached scoring guide.

Document Based Question Rubric  
APUSH

Name: \_\_\_\_\_

\_\_\_\_\_/ 15      Question \_\_\_\_\_

\_\_\_\_\_/ 50      Documents (5 points each)

\_\_\_\_\_/ 15      List of Outside Information

\_\_\_\_\_/15      Rationale for Questions and Documents

\_\_\_\_\_/ 5      Appearance

\_\_\_\_\_/ 100      Total Points