Lesson Plan
Using the 1993 Document Based Questions

Cora Greer
The College Board: Connecting Students to College Success

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 4,700 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three and a half million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

Equity Policy Statement

The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

For more information about equity and access in principle and practice, please send an email to apequity@collegeboard.org.

For further information, visit apcentral.collegeboard.com.
**Lesson Plan Using the 1993 DBQ**

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**Day one:** Students will come to class having completed (individually or as a group) the following assignment.

Write a thesis statement that fully addresses the following question. List five pieces of evidence you will use to support your thesis.

Although New England and the Chesapeake region were both settled largely by people of English origin, by 1700 the regions had evolved into two distinct societies. Why did this difference in development occur?

Students (alone or in groups) who were assigned the question **without the documents** the previous day, will come to class with a prepared thesis and evidence to support it. Students/groups will write their theses and supporting evidence on the chalkboard/flip chart, and the class will analyze these to see which ones most effectively address the question and have the most solid evidence to support the thesis.

Now give students copies of the same question with the documents. Divide the students into seven groups and give each the following assignment:

Read through all the documents. Analyze the document you have been assigned using APPARTS. How could this document be used as evidence to support the thesis?

**Day two:** Give each group 15 minutes to write a brief summation of its document analysis. Have all groups report their document analysis. Then discuss how the documents might be used to support the arguments they had made without the documents.
Writing Assignment Using the 1993 DBQ
The following exercise, as a whole or in part, might be used as an evaluation instrument. This could be given either as homework or as an in-class essay. If this exercise is used, teachers should give students the scoring guidelines so they will understand the grading process.

1. Using the information from class discussion, rewrite your original thesis statement so that it is more effective.
2. List the evidence you will use in each of three paragraphs to support your thesis. The evidence should encompass information from the documents and your knowledge of the period.
3. Write one of the supporting paragraphs using the relevant evidence.

Scoring Guidelines for Assignment
0 = Not present
1 = Present, but flawed and incomplete
2 = Present
3 = Present and sophisticated

Thesis Statement
______ 1. Fully addresses the question
______ 2. Takes a position
______ 3. Provides organizational categories
Total ______

Supporting Paragraphs
______ 1. Topic sentence
______ 2. Evidence and interaction of same
______ 3. A clincher sentence that ties the paragraph back to the thesis statement
Total ______

Total Score ______