



Lesson Plan
Using the 1993
Document Based
Questions

Cora Greer

The College Board: Connecting Students to College Success

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

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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 _____