

Renaissance Invention Unit, Lesson #4: DBQ Writing Assignment

1. Teacher Name:	Alison Keddington	2. Course/Content/Grade:	6th Grade Social Studies
3. Unit/Module/Topic:	Unit 3 – Renaissance	4. Plan Duration:	1 hour
5. Core Standard(s):	<p>6th Grade Social Studies Standard 2 Objective 4: Explain the importance of the Renaissance as a rebirth of cultural and intellectual pursuits.</p> <p>a. Investigate how technological and scientific developments of the time promoted literacy and the exchange of ideas that continue to this day (e.g. moveable type, telescope, microscope).</p>	6. Objective(s):	<p>Students will be able to use primary and secondary sources to gather information and make inferences.</p> <p>Students will be able to explain in writing how the Renaissance changed man’s view of the world.</p>
7. Essential Vocabulary:	<i>invention, society, technology, literacy, geocentric, heliocentric</i>	8. Interdisciplinary Connections:	Students will use primary and secondary sources to examine changes in art and science. They will also read excerpts from medieval and Renaissance literature.

9. Assessing for Student Learning:	Students will complete three 1-paragraph responses to document-based questions.
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10. Technology Integration: (When applicable)	Teacher Use:	iPad: <i>Notability</i> app	Student Use:	None required. Writing assignment could be adapted to word processing and online submission if
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11. Area for Content Specific Additions	<p>Reading 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinion.</p> <p>Reading 7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>Writing 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
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12. Pacing (mins.)	13. Lesson Sequence (What You Do When: Including Explicit Instruction/Guided Inquiry)	14. DOK Level	15. Grouping and Scaffolding Structures (including interventions for diverse learners)	16. Engagement & Checking for Understanding (OTRs: What will students be saying, writing, reading & doing)
5 min	The teacher models the use of a DBQ Skills Checklist as a self-assessment for a written response to a document-based question.	1 2	<p style="text-align: center;"><u>Whole Class</u></p> <p>All students receive a bookmark that includes the DBQ Skills Checklist in a visual/written format for reference.</p>	Students use OTRs such as thumbs up/down and <i>fist-to-five</i> as the self-assess their own skills.
25 min	<p style="text-align: center;"><u>We Do – Document B</u></p> <p>The teacher projects a document (excerpts of medieval/Renaissance literature) through the Notability app and models highlighting/annotating as they analyze the document. As a whole class, the teacher guides students in responding to the document-based question: <i>“How do these two passages show how the Renaissance changed man’s view of how he should live his life?”</i></p> <p>The teacher models the use of the DBQ Skills Checklist to “score” the writing of the “We Do” paragraph, teaching students to assess their own writing.</p>	2 3 4	<p style="text-align: center;"><u>Whole Class</u></p> <p>Teacher modeling/scaffolding is provided to all students using We Do, Ya’ll Do, You Do instruction. Sentence frames are also provided to ELLs and students on IEPs.</p>	<p>Students are reading/annotating a document and writing an response as a whole class.</p> <p>Teacher uses cold calls and checks for understanding (thumbs up/down) through the explicit instruction and modeling portion of this lesson.</p>
15 min	<p style="text-align: center;"><u>Ya’ll Do – Document C</u></p> <p>The teacher projects a document (diagram of geocentric/heliocentric theories) and assists students in analyzing/annotating the document using the Notability app. Using the “We Do” writing as a model, students work in their table groups to construct a response to the document-based question: <i>“How might the ideas of Copernicus have changed the way people thought about the nature of man and man’s place in the universe?”</i></p> <p>The teacher leads a whole class discussion in which student examples are shared and the whole class “score” the writing, motivating all students to reach proficiency by the end of the class.</p>	2 3 4	<p style="text-align: center;"><u>Small Groups/Dyads</u></p> <p>Students are in a seating chart using precision partnering in order to support ELLs and students on IEPs. All students can use previous response from the We Do to scaffold their own responses.</p> <p style="text-align: center;"><u>Whole Class</u></p>	<p>Students are reading a document and writing a response with a partner or small group.</p> <p>Teacher uses cold calls to share out examples of student responses. Students use the DBQ checklist and a <i>fist-to-five</i> response to “score” student examples.</p>

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10 min	<p style="text-align: center;"><u>You Do – Document A</u></p> <p>The teacher projects a third document (comparison of medieval artwork and Renaissance artwork). The teacher assists in analyzing/annotating the document using the Notability app. Using previous responses, students work on their own to construct a final response to the document-based question: <i>“How did changes in art show that during the Renaissance, man’s view of himself and his world was changing?”</i></p> <p>The teacher leads a whole class discussion in which student examples are shared and the whole class “score” the writing.</p>	2 3 4	<p style="text-align: center;"><u>Individual</u></p> <p>Sentences frames are provided for ELLs and students on IEPs. All students can use previous responses from the We Do and Ya’ll Do to scaffold their own responses.</p> <p style="text-align: center;"><u>Whole Class</u></p>	<p style="text-align: center;">Students are reading a document and writing an individual response.</p> <p>Teacher uses cold calls and think-pair-share to share out examples of student responses. Students use the DBQ checklist and a <i>fist-to-five</i> response to “score” student examples.</p>
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<p>17. Closure: (Students reflecting on their learning and providing feedback on their understanding to the teacher)</p>	<p>Students use the DBQ checklist and complete an exit ticket, self-assessing their abilities to use primary and secondary sources and writing responses to document-based questions.</p>
<p>18. Feedback to students: (Teacher providing feedback to students on their learning and growth)</p>	<p>The teacher participates in the fist-to-five ranking of student examples throughout the lesson. She uses a writing rubric similar to the DBQ checklist to score the individual “You Do” responses for student feedback.</p>