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| Lesson Plan: Reading and Writing for Purpose DBQ on Non-violence. | |
| Objectives:   * Given the Non-Violence DBQ, students will be able to read primary source documents in order to analytically group them into at least four categories. * Given the Non-Violence DBQ, students will be able use quoted evidence from primary sources to support claims in their argumentative essay. To be successful scores must be proficient or above on the school’s written communication rubric. | **Standards:**   * CCR Writing 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. * CCR Writing 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| Materials:   * Nonviolence DBQ handouts (see link under sources). | **Homework:**   * Take home essay. |
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| Procedures | |
| Activator/Hook:   * As students come into class they are to read the introductory directions and essay. These will outline the objectives and workflow for the upcoming three days. The essay outlines the similarities between Gandhi, Mandela and King, as well as providing autobiographical sketches. * The directions establish the prompt that we will be working on for the next three days: What made Non-violence work? * Upon completion of reading the intro, ask students to list information that will be useful to set up the context for this prompt. (This information will be used by them for writing their introductions) | |
| Activities:  Review Critical Thinking Model   * Pull out a house made out of large Legos with three colors (red, blue and green). The colors will be mixed up. * Ask the class, “Is this how we organize a house” * They will answer no, and that we should organize our evidence. * Ask them, “How can we organize this evidence?” * They will answer either by color or by shape.   Analysis of Document Group 1   * Handout docs 1-3. * Tell the students that all three docs can be group by the same analytical label. * You just grouped blocks by two different analytical labels – color and shape. * Now you need to find the label that explains what these three docs have in common. * Students are to read Doc 1 using (GAS – Genre Audience and Source) * They should read for the purpose of understanding what made non-violence work. * Students will then share the purpose of the doc with the class and we will record it on the board. * They will repeat with Doc 2 and Doc 3. * It will become evident that the Docs share a common theme (analytical label) they all talk about breaking the law. This will become the analytical label for this group.   Analysis of Document Group 2   * Handout docs 10-12 * They are all political cartoons * Repeat the same steps above * It will become evident that the docs share a common theme. They all talk about being willing to work with the oppressor if NVCD is to succeed.   END OF DAY 1  Analysis of Document Groups 3 and 4.   * Handout docs 4-9 * Now there are two analytical groups present and 6 docs. * Students have to work in pairs of two to find the analytic labels and appropriately group the docs. | |
| Summarizer:  Synthesis of analysis   * Students use their groupings to make a house or a rocket model organizer * Their evidence must be segments of the docs that prove that specific point * This will get them writing for purpose.   End of Day 2 | |
| Assessment:  Essay assessed via the school’s written communication rubric | |
| Sources:  <http://www.vonsteuben.org/ourpages/auto/2013/6/10/49779309/DBQ%20gandhi%20king%20mandela.PDF> | |