

Extension : DBQ Hurricanes

***This DBQ can be found in the yellow fourth grade binder. Please check with your school to make sure other teachers are not planning to use this DBQ in their instructional sequence. ***

Approximate Length of Time: 2-3 weeks

Essential Question:

Why Are Hurricanes So Dangerous?

Unit Objectives

American History: The students will utilize technology resources to gather information, analyze primary and secondary sources, and define terms.

Geography: The students will investigate how people perceive places and regions differently by using thematic maps, tables, charts, graphs, photos, interviews, mental maps, poems, legends, songs, etc.

Civics: The students will identify actions of citizens such as civility, cooperation, volunteerism, and other civic virtues.

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| Focus Standard | <u>SS.3.A.1.1</u> | <i>Analyze primary and secondary sources</i> |
| Yearlong Standards | <u>SS.3.A.1.2</u> | <i>Utilize technology resources to gather information from primary and secondary sources</i> |
| | <u>SS.3.A.1.3</u> | <i>Define terms related to the social sciences</i> |
| | <u>SS.3.G.1.1</u> | <i>Use thematic maps, tables, charts, graphs, and photos to analyze geographic information</i> |
| | <u>SS.3.G.2.6</u> | <i>Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area</i> |

Summative Writing Task

Students will work through 4th Grade DBQ Documents analyzing primary and secondary sources. After analyzing, questioning, and discussing each document, students will write an expository/informative essay, utilizing the guide and outline provided in the 4th Grade DBQ binder that correlates to this particular DBQ.

Quick Guide for DBQ Administration

| Format of DBQ | Time Frame | Quick Guide for DBQ Administration |
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| Overview | | <p>The DBQ Task is meant to be <u>teacher-led</u>, when first introduced. Most tasks, such as examining and analyzing documents, can be completed <u>whole group</u>. The Summative Writing Task is also meant to be a whole-group, teacher-led, writing task. Utilize the rubric provided to help students understand the important parts of writing the DBQ essay. (See the Essay Writing box for this rubric.)</p> <p><u>Time frames will vary, depending on class schedule.</u> This content lends itself to high-quality ELA</p> |

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| | | <p>instruction. Therefore, <u>integrating the DBQ in the ELA block is acceptable.</u></p> <p>This task will prepare students for the DBQ's they will encounter in 4th grade.</p> |
| Hook | <i>1 (30-Minute) Class Period</i> | <p>The purpose of the hook is to help motivate and interest students in the documents they will read. The hook exercise is meant to be completed before any other task is given. It should be completed with partner groups. (See page 43 in the 4th Grade DBQ Binder for specific directions for this task.)</p> |
| Background Essay | <i>3 (30-Minute) Class Periods</i> | <p>First Read-Thru: If using text coding strategies, see page 74 in the 4th Grade DBQ Binder to review with your students.</p> <p>Before: Teach vocabulary that your students may find difficult. Also, provide more background for ESE and ESOL students who may not have any prior knowledge on this topic.</p> <p>First Read: Always complete the first read together as a whole group. Guide students in numbering the paragraphs, so everyone has the same numbering system. This will help them organize their thoughts as they read and allows them to refer back to specific paragraphs/sentences when answering questions.</p> <p>During: Explain any items that students may find confusing. Pause and ask questions after every paragraph or two. Have students code in different colors to increase interest and keep information organized.</p> <p>After: Have students go back into the text and label the sentence(s) that support the answer to each question in the "Check Understanding" Section.</p> <p>Second Read-Thru Before: Have students examine the timeline provided at the end of the "Check for Understanding" and discuss which items might be the most important.</p> <p>During: Students can read taking turns each reading one paragraph at a time, then pausing, asking their partner who was not reading a question, and then continuing to read until the end of the background essay.</p> <p>After: Have students review their "Check for Understanding" answers with their partner.</p> <p>Third Read-Thru: (Optional) Revisit the Background Essay and re-read it to the student in its entirety. Wrap up any final questions or thoughts and review the answers to the "Check for Understanding" questions.</p> |

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| Pre-Bucketing | <i>1 (30-Minute) Class Period</i> | Bucketing helps students break up what they have learned so far in the DBQ. Students create chunks/buckets to help them organize the information they have encountered thus far. Students should focus on what they have seen in the Background Essay and from the title page. Students should work with the teacher to bucket/divide the essay into three of the largest themes the essay presents. (See Teacher Edition DBQ for correct chunking/bucketing themes.) |
| Document Analysis | <i>2-4 (30-Minute) Class Periods</i> | <p>Student-Led Groups</p> <p>When introducing the documents for the first time, a Carousel-Type activity can work the best to help each student gain valuable insights from each document. Enlarge one copy of each document by copying it on 11x17 paper. (This size works great for creating posters.) You can also request posters be made through the print shop by asking your administration. (These cost money to make.) Place the documents around the room so that students can spread out in groups and be near each document. Assign each group a certain color marker or colored pencil to write with. At each poster have the following guidelines:</p> <ol style="list-style-type: none"> 1. Locate the title of the document and underline it (first group only). 2. Underline any important information. 3. Put a cloud around any bias. 4. Put a rectangle around the main idea of the document. 5. Write any questions or comments in the margins around the document. <p>Allow student groups 3-5 minutes to examine the document on the poster in front of them, and complete the guidelines. Next, have them rotate and repeat the above steps until they have examined each document once. The document they start at will be their group's document to share out to the whole group.</p> <p>Teacher-Led Whole Group</p> <p>Examine each document on the doc-cam and be sure to "think out loud" to the class. If the document is a picture, be sure to point out little details that the students may miss on their own. If the document is text-based, read the document to the class and explain any misconceptions or misunderstandings students may have. After reviewing each document, have students answer the questions that pertain to that particular document in their DBQ packet. These questions are designed to help students analyze the documents more thoroughly.</p> |
| Bucketing/Chicken Foot Developing a Thesis | <i>1 (30-Minute) Class Period</i> | Have students discuss 3 key points that the documents have addressed. Help guide students by discussing the common topics/themes that the different documents have covered. Students will use these themes to write about in their essays. |

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| Pre-Write Outline Guide | 2-3 (30-Minute) Class Periods | Whole-Group Teacher Led: Using the pre-write guides provided in the DBQ binder, have students begin their writing process by filling out each section of the guide. The teacher should guide them through this process by filling in the guide with students in a whole-group style lesson. There are two different guides provided in the DBQ binder. One is a general guide that is not specific to the text of the DBQ. The other guide is specific to the text and provides sentence starters to help direct students' thinking. . |
| Essay Writing | 1 (60-Minute) Class Period or 2 (30-Minute) Class Periods | DBQ Scoring Rubric BPS Social Studies Site- DBQ Tab Since this is the first time students are being exposed to this form of writing, <u>a whole-group essay would be acceptable, and it is advisable.</u> Students will write a 5-paragraph essay, using the guide and their thesis, with the help of the teacher. Students' essays will be similar due to whole-group writing process, but this is acceptable. |
| Additional Resources | | Youtube Video Clips (<i>Please preview all videos before sharing with students.</i>) What is a Hurricane? Hurricane Sandy's Storm Surge Flying through the Hurricane Eyewall/Eye How Do Tropical Storms Form? Hurricane vs. Cyclone vs. Typhoon Hurricane |