

Name: James Botts, Janet O'Connell, Kathy Wooten
PA2 DBQ Lesson Title: Courageously Taking A Stand
Course Name: Social Studies Survey

Date:10/3/2020
Grade Level: 9th & 10th
Unit Name: Civic Responsibility

Directions:

•Create or modify an inquiry for an upcoming unit and share a lesson.

•Criteria for lesson:

1. Must have at least 3 sources
2. Cannot be a DBQ Project Lesson
3. Must incorporate a hook exercise, short background reading, bucketing, and chickenfoot.
4. Students can communicate their claim through writing, debate, etc. (6A or 6B)
5. Can be a PDF, PPT, etc.

Step 1: The Hook Exercise Engages students and orients them to the question.	Compelling Question: What do individuals owe to society? Supporting Questions: 1. What tools do people use to gain attention for their cause? 2. What tools can be used to promote a change or improvement locally, nationally and internationally? Civic Standards C; Roles and Responsibility of A Citizen HS.C.RR.1 Evaluate the civic responsibilities of individuals within a society. HS.C.RR.2 Explain how active citizens can affect the lawmaking process locally, nationally and internationally. HS.C.KGO.3 Describe how active citizens can affect change in their communities and Kentucky. Student Hook Exercise: From this list of attributes of an active citizen select the 4 that you think are most effective in bringing change or improving their community. Vote, be informed, improve the lives of others, take action on issues, contributes to social justice, questions, volunteers, donates, recycles, knowledge about how government functions, obeys the law Based on the top 4 you selected name someone that models this attribute of an active citizen. What motivates someone to take action to create change in their society?
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Step 2: The Background Essay
Further orients students to the question and provides essential context that helps make sense of the documents.

Background Essay/Reading: click [HERE](#) to read.

Short video clips that provide background knowledge about the 1968 Olympics protest, the beginnings of the NFL National Anthem protests and a local non-profit.

1968 Olympics Protest:



2016 Colin Kaepernick National Anthem Protest:



Justin's Place:



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Step 3:
Understanding the Question and Pre-bucketing
Helps students plan so they can target their investigation of the documents. Clarifying the question motivates students to start reading their sources to find answers.

Compelling Question: What do individuals owe to society?
What tools do people use to gain attention for their cause?
What tools can be used to promote a change or improvement locally, nationally and internationally?

Vote, be informed, improve the lives of others, take action on issues, contributes to social justice, questions, volunteers, donates, recycles, knowledge about how government functions, obeys the law,

Bucket Themes:

Economic Tools

Social Tools

Political Tools

Suggested Tools:

Whistle Blowers
Silent protest
March
Hunger drive
Promotion
Social Media
Clothing choice
Visual support (bumper stickers, posters, blue lights)
Sit-in
Petition
Rally
Boycott
Purchase
Financial support
Inform others
Contact decision makers
Media
Vote
Volunteer
Membership in organizations
Lobbying

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**Step 4:
Analyzing the
Documents**
It's like you're a
detective! The
documents provide
clues and evidence
students need to
support their thesis
or claim. They
provide the
knowledge and
information students
need to answer the
question.

Click [HERE](#) to access the documents and guiding questions Google Doc.

**Step 5:
Bucketing and
Chickenfoot**
Helps students get
organized. Buckets
become containers
for evidence that
students use to
categorize or group
evidence from the
documents.

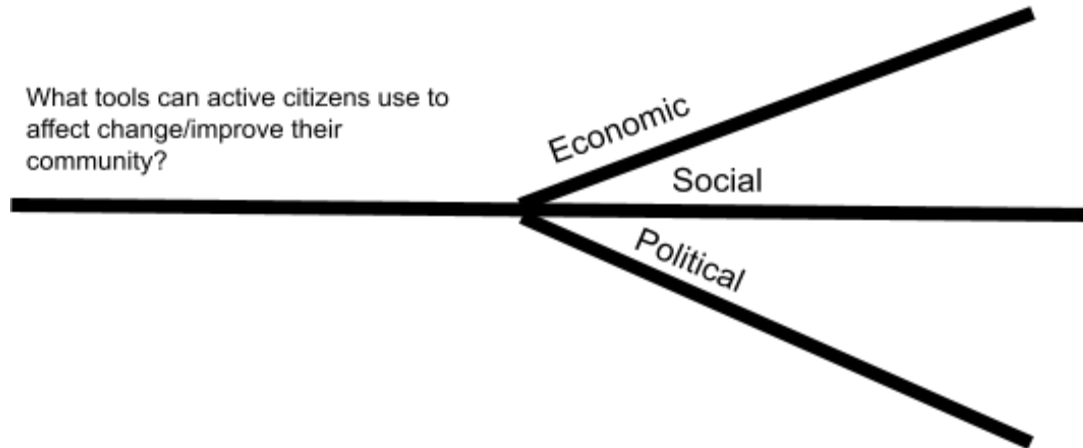
Categories of Tools

What tools can active citizens use to
affect change/improve their
community?

Economic

Social

Political



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Step 6A: The Thrash-Out and Preparing to Write Students prepare to write by debating or “thrashing-out” their answer to the question. Students practice using evidence from the documents to support and verbally validate their claims. They use what they learn to outline their essays.	Click HERE to access the documents and guiding questions Google Doc. Students will complete guiding questions in the document to prepare for the Socratic Discussion.
Step 6B: Writing the Essay Students write multi-paragraph, evidence-based essays using their documents, buckets, and outlines to support and explain their reasoning.	Rather than writing a DBQ the students will participate in a Socratic Discussion citing evidence from the documents provided. Click HERE to access the Socratic Discussion directions in a Google Slides.