

Name: Brandi Smith
PA2 DBQ Lesson Title: Whose actions had the biggest impact on the Civil War?
Course Name: English/Language Arts

Date: 10/2/2020
Grade Level: 8th
Unit Name: The Civil War

Directions:

- Create or modify an inquiry for an upcoming unit and share 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.	Do you believe in the butterfly effect? The butterfly effect is a part of chaos theory- a butterfly flaps its wings and a typhoon occurs on the other side of the world. While many people think that this could not occur, this is not a doubt that many events and people led to the Civil War and the aftermath of that war. We are going to be researching the causes of the Civil War and the major people that participated and contributed to the war, the aftermath of the war or the events that led up to the war. Many people believe that slavery was the primary cause of the Civil War, but that is not the whole story. Different factors, including slavery, led to the Civil War, but we are going to be learning about all of the causes and the people that helped contribute in both positive and negative ways. You are then going to be choosing, at random, a person that was a contributor to the Civil War, researching that person in depth, and completing an argumentative essay to answer the following question: How did (your person) contribute (positively or negatively) to the Civil War and what impact did their contribution make to our nation? Hook Activity: Padlet
Step 2: Background Essay	A Brief Overview of The Civil War

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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.	Pre-Bucketing Worksheet
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.	Document A: The Civil War Document B: Ten Facts About the Civil War Document C: The Trigger Events Leading to War Document D, E and F : The Declaration of Independence, Emancipation Proclamation and The Constitution Document G: The Gettysburg Address Document H: Civil War Cartoons and Cartoon Analysis Page Document I: People Involved in the Civil War
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.	Bucketing Worksheet Chickenfoot
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	Essay Info Essay Outline

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evidence from the documents to support and verbally validate their claims. They use what they learn to outline their essays.	
Step 6B: Writing the Essay Students write multi-paragraph, evidence-based essays using their documents, buckets, and outlines to support and explain their reasoning.	Project Checklist Project Requirements