

DBI Planning Guide

Unit/Topic: Perspective Matters (Research and Writing)	
Essential Question: Socrates encouraged people to question all assumptions. He taught that ideas are not all necessarily correct just because someone in authority said so; “examine every idea on its merits.” –Do you think he is right? Explain. –Should we do as he suggests? What might happen as a result? How would we go about doing what he suggests? –What might be the short and long term consequences? –Why might this be a great idea? Dangerous idea? And in what situations?	
What is the purpose of the DBI? Choose One: ☐ Frontloading (priming and orienting) ☐ Introduction of Terminology (priming) ☒ Deepening Understanding (conceptual or procedural walkthrough) ☐ Seeing a topic from multiple perspectives (walkthrough) ☐ Practice critical reading skills with documents (walkthrough) ☐ More deliberate practice with central strategies (extension) ☐ Other: _____	
Phase 1 Choose relevant brief texts, poems, political cartoons, graphs, photographs, videos, or songs.	
Focus of this Phase/Types of Texts (e.g., Visuals, Videos): Questions to consider: - Can learners analyze this text with little or no background knowledge? - Will this text grab their attention and make them excited about the inquiry? - Will this text help them ask questions that they can find answers to later?	Pass out a note-catcher: Notice and Wonder. Make sure that everyone understands the difference between these three. (Notice—what do you see in the video, not what do you think about what you see, but what do you see? Wonder—what are your questions about what you saw?) Texts: Show the website to the entire class. Focus on the pictures on the website. Students will look at the website together, but keep track of their own notes on their own paper, then discuss findings with a small group and then the larger class. Here is the website: https://www.coolworks.com/mount-rushmore-national-memorial/profile (Mount Rushmore)
Phase 2 Choose texts related to the topic that may add other perspectives. These texts will likely be longer in length and provide more information to the mystery. Consider using expert texts with rich narratives such as primary sources and biographies. Include a variety of different formats or media.	
Focus of this Phase/Types of Texts (e.g., First Person Accounts, Interviews, Newspaper Articles): Questions to Consider:	Have everyone turn over their note catcher. On the back, there will be space for three different perspectives. For each perspective, students will fill out the notice and wonder sections.

- Does this text build on the ideas and texts from the previous phase? - Will this text present a new perspective or enrich understanding? - Will learners find themselves answering some questions but still needing more resources to have a complete understanding?	Texts: Students look at articles that talk about the land in South Dakota. Students will look at the articles on their own, then discuss the note catcher findings with a small group and then the larger class. Here are the websites: <u>Charles E. Rushmore - Mount Rushmore National Memorial (US National Park Service)</u> (Charles Rushmore) OR https://sites.temple.edu/americanicons/2018/02/09/mount-rushmore-by-alyssa-deguzman/ (Symbolism) https://www.history.com/news/mount-rushmore-native-american-protests OR https://www.pbs.org/wgbh/americanexperience/features/rushmore-sioux/(Native American) <u>Environmentalist Concerns</u> <u>Environmentalist Not Concerned</u>
Phase 3 Choose texts that may answer questions that have arisen from the previous phases. These texts should be provocative, promote discussion, and help synthesize information about the topic.	
Focus of this Phase/Types of Texts (e.g., Summaries & Interpretations): Questions to Consider: - Does this text inspire thought or discussion about multiple perspectives? - Will learners be prompted to take a stand after reading this text? - Will this text help to provide a sense of conclusion while also stimulating continued inquiry? - Will this text help learners answer the essential question?	Hand out a new note-catcher that still incorporates notice and wonder. Let students know that in the next article they will look at several perspectives on Mount Rushmore—some that have already been explored and others that are new. As students read, have them keep track of the different perspectives on their notice/wonder note-catcher. Texts: <u>The Battle for Mount Rushmore</u> Students will also click on the “Opposition” link in the article.
Phase 4: Synthesis Provide learners time to synthesize all material and draw conclusions. Learners will answer the essential question by providing evidence from the artifacts presented throughout the previous phases.	
Questions to Consider: - Will learners be arguing a position after going through the texts? - What skills do you want learners to practice through the synthesis piece? - Will this synthesis prepare them for a class discussion or debate? - Is there a specific format with which you want learners to write, or a role/ perspective from which they should	

write?

Students will go back to their notes they have gathered from the note-catchers. There will be several steps they will need to do to organize their notes and move into extending learning:

1. Organize notes by perspective. (For example, all voices that spoke in connection to Native Americans need to be put together in one place, etc.).
2. Make sure that each voice has a quote or two next to the voice that supports his/her/their ideas on Mount Rushmore.
3. At the end of each perspective and quote, write two to three questions you have about their perspective.
4. At the end of your notes, write down any perspective you can think of that may not have been brought to the table in connection to this discussion. Explain how that view would help make the issue more clear.
5. Have students write an essay stating their stance and using evidence from the articles to support their views.

Preparing to Teach Your DBI

Consider what this DBI will look like in practice.

Questions to Consider:

- How much time will be allotted for the DBI?
- Will you use a notecatcher for the DBI? If so, what will the notecatcher look like? If not, how will learners be held accountable for the learning?
- How will you facilitate the DBI?

Extend the Learning

Consider your original purpose for the DBI. Then consider where you want to go next in your unit and how you might use the DBI as a launching point to help learners construct meaning, extend learning, or engage in service learning and justice work in their community.

Questions to Consider:

- How could learners extend their knowledge and make authentic connections?
- How might the DBI connect with the culminating project for your unit?

Students will organize themselves into groups of three. Each group of three will need to come up with an issue that is happening in society that concerns them. They will need to compile a list of voices that need to be heard for the issue to be better understood and represented. Students will write an explanatory synthesis with three parts: one part describing the historical significance of the issue, one part exploring at least three debates surrounding this issue, and then one part that explains a possible solution of the issue. Students will need to remain neutral in the writing until part three. In part three, students will need to discuss with their group a solution that works for the voices they have represented in their research and writing as well as the research group as a whole.