Task 5

Introduction of Data Based Questions.
Group discussion and analysis.

Content Standards:

1. ***Assess*** data and draw inferences
2. ***Present*** all information in a clear and concise written/ format.
3. ***Collect*** and *evaluate and employ* information from primary source material.
4. ***Distinguish*** valid arguments from fallacious arguments.
5. ***Identify*** bias and prejudice within historical documents.
6. ***Construct*** and test hypotheses.
7. ***Present*** all information in a clear and concise written format.
8. ***Assess*** data and draw inferences.
9. ***Demonstrate*** understanding of historical cause and effect.
10. ***Relate*** the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments.
11. ***Interpret*** past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
12. ***Analyze*** how change happens at different rates at different times; understand that some aspects can change while others remain the same.

Process Standards:

1. Has a clear, analytical, and comprehensive thesis.
2. Uses all or almost all documents.
3. Uses documents persuasively as evidence
4. Shows careful and insightful analysis of the documents.
5. Analyzes bias or point of view in at least four documents cited in the essay.
6. Analyzes documents in additional ways — additional groupings or other.
7. Brings in relevant "outside" historical content.

General Task Description:

Students will be presented with a number of documents pertaining to a particular event along with an essay question on the same subject (Data Based Question). Students will be instructed to answer the question using information from the primary sources provided. Skills developed in previous tasks will be used in the student's quest to answer the question posed. Students will be instructed to follow the guidelines as stated.

1. *Make sure you know what the question is asking.*
2. *Look for the point of view of the author of each document.*
3. *Take into account the social status of the author of each document.*
4. *Look for the tone of each document (look for sarcasm).*
5. *Look very carefully at the date of each document.*
6. *Look for change over time in the documents.*

7. *Look for possible solutions in the documents.*
8. *Remember that the documents are not necessarily facts. Many times the documents simply express an opinion or perception.*
9. *Respect the documents.*
10. *Do not make a document say something it doesn't really say.*
11. *Assume the reader of the exam knows the documents inside and out but cite the documents that you use either with author or number.*
12. *Documents are often given in chronological order BUT do not use them in chronological order.*
13. *Use of all the documents is not necessary. Don't force the documents to fit, though.*
14. *The thesis must not be simply a restatement of the question.*
15. *Do not ramble.*
16. *Answer the question that is asked.*

Rubric:

As I am preparing these students to take a College Board Test I feel that it is only duty to use the same rubric that they will be faces with. For My World Studies class I will modify the Rubric. For the purpose of EDN 501 I have forwarded the modified version.

Core Understanding		Expanded Core	
	Points		**Points**
1) Has acceptable thesis.	**3**	Students must demonstrate the all the following skills to earn 6 extra points • Has a clear, analytical, and comprehensive thesis. • Uses all or almost all documents. • Uses documents persuasively as evidence. • Shows careful and insightful analysis of the documents. • Analyzes bias or point of view in at least four documents cited in the essay. • Analyzes documents in additional ways — additional groupings or other. • Brings in relevant "outside" historical content.	0 6
2) Uses a majority of documents.	**3**		
3) Supports thesis with appropriate evidence from documents.	**3**		
4) Understands the basic meaning of documents cited in the essay. (May misinterpret one document.)	**3**		
5) Analyzes bias or point of view in at least two or three documents.	**3**		
6) Analyzes documents by grouping them in one (or two or three) ways, depending on DBQ question.	**3**		
Subtotal	**18**	**Subtotal**	**6**